

CURRICULUM JOURNAL

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News Paragraphs

Next Steps in the Southern Association Study. From the office of Frank C. Jenkins, director of the Southern Association Study, comes a report of the work of this project for 1938-1941. The history and the present status of the study are described. The report concludes with a discussion of the future of the study.

Plans for the future comprehend the gradual retirement of subsidy and of continuing the study in closer co-operation with established agencies. Plans are already under way for bringing about a closer cooperation between the work of the Southern Study and the state departments of education.

The Southern Study and the Commission on Institutions of Higher Education have appointed a committee to appraise the work of the students prior to and following their leaving the secondary schools. The preliminary work of these committees indicates that investigations will be made of such matters as personal data and cumulative records pertinent to improved guidance procedures, appraisal of the work of high school graduates in college, and adjustments within the school and college programs.

Among the unfinished investigations under way are those directed toward the development of improved learning and instructional procedures. These investigations are being carried forward by individual teachers, small groups, and school faculties participating in the study. The task of making the results available in usable form

and encouraging their appropriate use indicates another direction in the continuance of the study.

An investigation recently included in the study is concerned with the development of teacher education experiences which will promote the growth of teachers in skills essential to new educational procedures. The tentative plan includes a study of the role of field work-experiences in graduate and undergraduate programs of teacher education. An attempt will also be made to identify the types of procedures and experiences which will foster the teacher's understanding of, and ability to play a part in, the dynamic function of the school as a constructive social agency.

An increasing number of individuals and groups in the study have recently turned their attention to the development of supervisory and administrative procedures that are consistent with the assumptions underlying work in the study. In one instance this problem is being studied through a cooperative arrangement between a city school system and the staff of the study.

Some of the present results of the study indicate the urgent need for a series of investigations designed to discover ways in which the schools can contribute more directly to the betterment of living within the communities they serve. The demand for continued exploration in this connection indicates a needed direction in the projection of the study.

Annual Meeting of Social Studies Teachers. The National Council for the Social Studies, a department of the National Education Association, will meet for three days beginning Thanksgiving Day, November 20. In addition to the usual program, two features will be added this year: (1) seventeen simultaneous seminar study groups on practical classroom problems in teaching the social studies; and (2) a symposium on citizenship education sponsored jointly by the National Council and the National Foundation for Education in American Citizenship.

David Cushman Coyle, author of *America* and numerous other widely read books, will address a general session on the subject of strengthening national morale. Paul Hanna, Ralph Tyler, Fremont P. Wirth, Edgar B. Wesley, and Erling M. Hunt are among the other speakers. Attention will also be focused on the presentation and appraisal of the newly published Twelfth Yearbook of the Council, *The Social Studies in the Elementary School*.

College Students Make Community Surveys. Using the field manual recently published, the students of the Chicago Teachers College take parts in surveys of specific school districts and also of the areas surrounding settlement houses in which they work. The manual is designed to assist them in these tasks. The study of the community is based on the principle that teachers have to be equipped with the ability to plan or take part in surveys of their school districts in order to appreciate the social forces influencing the lives of the children in those districts.

During 1940-41 approximately 300 students from the Chicago Teachers College were taking part in the activities of various social agencies. This year, because the defense program has caused the withdrawal of many recreation leaders provided by the federal government, the college has received calls for assistance from settlement houses, neighborhood clubs, boys' clubs, Young Men's Christian Associations, and many other similar agencies. Requests for 600 student participants in social work have been received.

The Council of Social Agencies of the city of Chicago with the cooperation of WPA Recreational Center is providing a training school to acquaint the students with group work methods. Here is an example of a teachers college serving its community and the community reciprocating by assisting the teachers college in its task of preparing young people for educational work.

Committee Sponsors Field Service Course. The Committee on Rural Education, affiliated with the American Country Life Association, recently inaugurated a project for the experimental development of a Field Service Course in Rural Education at the State Teachers College in Kirksville, Missouri. Here a special instructor is employed to work with selected rural teachers of four counties who have enrolled voluntarily in a practical professional course organized in terms of their immediate teaching problems and directly applied to the daily classroom activities of their schools. Final results of this demonstration are not yet available, but enough has been

ly 300 teachers in the activities. This program has received federal financial assistance from the Boys' Association, similar organizations, and student groups. It has been conducted by the Service Center to accomplish the work of a community organization by working in its local communities. The Service Center has recently experienced a change in its organization. The State Service Center, Mis- sissippi, Director is now in charge of rural schools. It is to have practical training in terms of the problems of the rural classroom. Final arrangements are not yet completed, but have been

realized during its first year of trial to show significant achievement over the more formal theoretical courses commonly provided by the Extension Departments of state teacher colleges and liberal arts institutions. The committee has just published a leaflet which reports the organization and techniques of a similar course developed for the past two years in two counties of Nebraska (Jefferson and Lancaster) and associated with the State University of Nebraska at Lincoln. Mr. Darlington, who had personal charge of this project, conducted it somewhat on the basis of a workshop activity, with most of the teachers of both counties enrolled. Meetings were held on Saturday mornings about ten times a year in each county with the county superintendents participating actively. The program began by having each group of teachers list and analyze the teaching problems of their schools. These practical problems then became the basis of the extension course.

A New Series of Publications. *Practical Suggestions for Teaching* is the title of a new series of paper-bound little books edited by H. L. Caswell and published by the Bureau of Publications, Teachers College, Columbia University. So far two titles have appeared. *Teaching the Slow Learner* by W. B. Featherstone of Teachers College, Columbia University, is a result of the author's experience in developing a school program for retarded children. The monograph includes the following topics: the slow learner—who he is and what he is like; how to locate the slow learner; how to organize for teaching the slow learner; how to guide the activities

of slow learners; how to teach the "fundamental processes"; how to help the slow learner with his personal problems. *How to Study the Behavior of Children* by Gertrude Driscoll of Teachers College, Columbia University, is written to help the classroom teacher to know and to guide the individual learner. The volume includes a discussion of: opportunities for studying children's behavior; how to study children's behavior; using knowledge of children's behavior.



Study of Housing. On the assumption that the improvement of housing conditions will come in response to a better understanding of the problems of today, the schools of Los Angeles have given some attention to this problem, particularly in grades five and six. The project was also designed to help children to grow into more intelligent and appreciative members of a household group. It gave the children an opportunity to handle wood, building stone, paints, clay, and plaster. The problems of lighting, wiring, heating, laying floor materials, and designing wallpaper were also included. Art experience was provided in connection with the study of rugs, furniture, drapes, and lamps.

A group of teachers cooperated in the study of housing during the school year of 1937-38. The bulletin based on this project was recently issued by the Los Angeles Public Schools. The departments of visual education, vocational and practical arts, music, art, and the library helped in the preparation of this publication. The study groups were conducted and the material was compiled under the direction of Mrs. Claudia Brett, a member

of the elementary curriculum staff. The entire experiment was conducted under the leadership of Dr. M. Madeline Veverka, director of the elementary curriculum section in the Los Angeles City Schools.

Basic School Figures for 1941-1942
Estimated by the United States Office of Education. The following estimates have recently been released by the United States Office of Education:

Approximate number of elementary pupils:	
Public	18,482,000
Private	2,225,000
Total	20,707,000
Approximate number of high school pupils (4 years):	
Public	6,834,000
Private	500,000
Total	7,334,000
Number entering the first grade for the first time:	
Public	1,890,000
Private	200,000
Total	2,090,000
Kindergarten enrollment:	
Public	625,000
Private	40,000
Total	665,000
Number of elementary school teachers:	
Public	625,000
Private	75,000
Total	700,000
Number of high school teachers:	
Public	315,000
Private	35,000
Total	350,000

Number of one-teacher schools	115,000
Number enrolled in one-teacher schools	2,520,000
Number of pupils to be transported at public expense	4,600,000
Estimated number to be graduated from public and private schools:	
Eighth grade	1,900,000
High school	1,275,000
College	175,000
Enrollment of all institutions of higher education	1,450,000
College freshmen	400,000
Graduate students (included above)	100,000
Number of master's degrees granted	25,000
Number of doctor's degrees granted	3,200
Instructional staff in institutions of higher education (not including officers)	110,000
Enrollment in public night schools	1,400,000
Enrollment in part-time and continuation schools	450,000

Defense Pamphlets. Six pamphlets in the United States Office of Education's National Defense Series are now off the press. *What the Schools Can Do* spotlights school services that can be strengthened to serve defense needs—services ranging from health and physical education and citizenship to international relations. Also emphasized are conservation of national resources, pupil guidance, and education for work. One section suggests how schools can organize to put into

action specific defense-education recommendations.

How the schools can contribute directly to our national preparedness by instruction in home hygiene and care of the ill or injured is proposed in *Home Nursing Courses in High Schools*. The need for instruction, brief descriptions of selected courses, and vocational aspects of home nursing are presented. *Hemisphere Solidarity* tells high school teachers how they can help in the Good Neighbor program. To help students, teachers, and school administrators compare education under dictator governments and in the United States, the office has prepared *Education under Dictatorships and in Democracies*.

Library service and methods of cooperation with the schools in promoting national preparedness are summarized in *How Libraries May Serve*. Addressed to school, college, public, and special libraries, this pamphlet lists the special problems libraries face in this emergency and how they can aid in meeting defense needs. Examples are reported and services recommended.

Democracy in the Summer Camp has been used quite widely during the past few months. It suggests ways of giving young people an opportunity to see democracy at work. While it is addressed particularly to those directing camp activities, the proposals are also useful to club and organization leaders.

A single copy price of 15 cents applies to the publications issued in the defense series to date. Orders for the defense series publications should be sent to the Superintendent of Documents, Washington, D. C.

Information for Teachers on American Policy in the Present Crisis. In the international crisis which faces the United States, teachers of social studies face a heavy responsibility. To help in meeting this need, the American Council on Education last year established the Committee on Materials of Instruction, composed of outstanding social scientists with Phillips Bradley of Queens College as chairman, and charged the committee to prepare impartial, authentic, and useful material which might be integrated into the curriculum. Two pamphlets have been issued. *The Teacher and International Relations* is a 24-page document which outlines a point of view for teachers in this country during the crisis, and suggests methods which may aid them in doing a better job. It sells at ten cents a copy. *American Isolation Reconsidered* is a 200-page resource unit which traces the history of American neutrality from 1793 to 1941 and points out the issues involved in the decision we have faced about peace and war in 1812, 1914 and 1941. *American Isolation Reconsidered* also contains a section suggesting activities for teachers and students and a compact classified bibliography. It sells at fifty cents a copy. Both pamphlets can be obtained from the American Council on Education, 744 Jackson Place, Washington, D. C.

Fort Worth Schools Issue New Courses of Study. The following courses of study have recently been issued by the Fort Worth Public Schools: Beginning Reading, Social Studies for Grade 1, Grade 4, and junior high school. The bulletin for Beginning Reading, which is a new

departure, attempts to include the best thinking in the field. The loose-leaf drill and test materials which accompany this bulletin are intended to suggest ways in which teaching materials can be prepared in the local schools. The revisions in social studies include the simplification of unit objectives and a closer relationship between suggested objectives and suggested teaching activities. An attempt has also been made to make the teaching activities which relate to subject areas, such as arithmetic, conform more closely to the ability level of the children.

General Principles of Film Use. A recent report on the use of films published by the American Council on Education includes the following principles which were used as a guide by two hundred teachers in a cooperative project of the Santa Barbara, California, Public Schools:

1. There must be a definite curriculum purpose for using a motion picture.
2. The motion picture must be an integral part of the classroom work.
3. After the motion picture has been shown, there should be time for child reaction to the picture and these reactions should constitute a check on learning.
4. The teacher is to guide the work in the developing of the recognized purpose.
5. A general procedure may be used to ease the class into a discussion situation which will encourage free and spontaneous reactions. This may result in several types of behavior such as discussion, construction, and creative activities using dance, music, art, or oral expression.

6. An opportunity should be given for the raising of new problems, the altering of old ones, or setting new purposes.

7. Provision should be made for the satisfaction of these new problems or purposes.

Laboratory Activities for Pre-Service Teachers. From the University of Wisconsin comes a handbook of laboratory activities by Camilla M. Low, assistant professor of educational methods, growing out of the work of the last two years on a practical program for pre-service teachers. The handbook was developed with the co-operation of students who helped to interpret the opportunities for professional growth through participation in the schools and welfare agencies of Madison, Wisconsin.

Cincinnati Teachers Discuss Objectives of Education. A group of fifty teachers and principals met recently with Superintendent Courier of the Cincinnati Public Schools to discuss critically the objectives of education. The superintendent, who presided at the meeting, expressed the need for such a statement, especially in this period of national emergency. Out of the discussion which followed grew several suggestions for the formulation of a statement of objectives of education. It now includes a definition of the kind of society we are trying to perpetuate, a discussion of the nature of the individual and the process by which he learns, the place and function of the school, and a treatment of the various subject matter fields and their contributions towards these major objectives. In its present form

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the statement is to be submitted for discussion to a principals' group and later to various groups of teachers. With such further revisions as grow out of these meetings, a statement will be printed later in the year.

Appleton, Wisconsin, Develops a Bulletin on Safety. It shows how safety is taught in conjunction with the already established curriculum and gives definite suggestions for safety instruction where and when the need seems most apparent. The sixth grade includes instruction in bicycle and pedestrian safety, while safety in the home, safety and recreation, and safety agencies are assigned to the seventh, eighth, and ninth grades respectively. Traffic safety, which includes the theory of automobile driving, is provided for beginning senior high school boys and girls. The bulletin was prepared under the direction of Guy J. Barlow, principal of the Wilson Junior High School, Appleton, Wisconsin.

Meridian, Mississippi, Schools Develop Curriculum Bulletin. The board of trustees of the Meridian schools early in 1939 authorized the appointment of a committee on elementary curriculum. Miss Alice Dempster, principal of Stevenson School, headed the committee. Every elementary teacher was invited to participate. The central committee consisted of nine members, each of whom was chairman of a subcommittee. Subcommittees were organized around the following subjects: social studies, character and religious education, reading, language arts, healthful living, science, the arts, and arithmetic. The chairman of the central committee and the mem-

bers were relieved part time from their other responsibilities in order to carry out the work of the committee. The project resulted in a three hundred page bulletin, which is definite in its suggestions but restrictive only in outlining certain basic work to be taught. Provision is made for teachers' suggestions and reactions.

Current Activities in New Rochelle. The New Rochelle, New York, Public Schools have recently issued an *Outline of a Suggested Program in Mathematics for New Rochelle*. This volume, which covers grades eight to twelve, was preceded by an earlier publication devoted to the elementary grades. Due to the recent elimination of the junior high schools, attention during the current year will be given to replanning the work of grade seven which has been incorporated in the elementary school. During the current year the program for the vocational high school will also be planned. A room has been set aside in the administration building for a curriculum laboratory for which materials are being gathered now.

Brief Items. William M. Alexander, for the past two years assistant director of curriculum in the Cincinnati, Ohio, Public Schools, recently assumed the duties of associate professor of education at the University of Tennessee. * * * Charles R. Spain, who has been doing graduate work in Teachers College, Columbia University, for the past two years, has accepted a position as professor of education and social studies in the Florence, Alabama, State Teachers College. Dr. Spain will also serve as curriculum consultant for two

or three city and county school systems in Northern Alabama. * * * The course of study in the elementary schools of Torrington, Connecticut, is being revised by a committee of principals and teachers. It is anticipated that more than one full year will be spent in the complete development of the new program. * * * The Minnesota Journal of Education has recently begun the inclusion of a curriculum page as a regular feature. This policy was proposed by Clifford P. Archer of the University of Minnesota. * * * Roosevelt Basler, director of curriculum of the Tacoma, Washington, Public Schools has been granted a leave of absence during the current school year to participate in a cooperative study sponsored jointly by the Commission on Teacher Education and Teachers College, Columbia University. * * * George I. Sanchez of the University of Texas has recently completed a survey of higher education and research in Mexico for the Carnegie Foundation for the Advancement of Teaching. * * * Dr. and Mrs. W. B. Townsend, of Riverside, California, held "Reading Workshops" for teachers during June and July at Texas Christian University, Louisiana State University, Coe College, West Virginia State Teachers College, North Carolina State Teachers College, and New Mexico Highland University. During the last week in August a workshop for California teachers was held at Lake Arrowhead. * * * A recent special edition of the *American Vocational Association Journal* is entitled "Vocational Defense Training." It gives a fairly complete story of the

program of vocational education for national defense and also provides some information looking toward future operation of the program. * * * Paul R. Hanna, consultant to the National Resources Planning Board during the current year, has contributed a chapter entitled "Education and Planning" to a recent volume entitled *Planning for America*, by George B. Galloway and others. * * * Richard H. Lampkin, a curriculum assistant in the Cincinnati Public Schools, was granted a year's leave of absence in order that he might accept a fellowship at Columbia University to complete the requirements for the doctor's degree. * * * C. B. Loomis, formerly director of the Greenville, South Carolina, County Council for Community Development, has joined the faculty of Piedmont College, Demorest, Georgia. He will be in charge of developing a freshman curriculum to meet the needs and develop the interests of each student.

Cooperative Education in Fargo, North Dakota. The Fargo, North Dakota, school system is making a beginning in cooperative education. The community of Fargo has three colleges and about fifty per cent of the high school graduates enter college. The administration is beginning to give some attention to the non-college group. A class of eighteen girls in secretarial practice is so arranged that they have afternoons free to work in local offices. This plan will be extended into two or three other departments next semester.

THE DEMOCRATIC ORGANIZATION OF THE GLENCOE SCHOOLS

By PEGGY BROGAN
Teacher, First Grade, Glencoe, Illinois

WHEN ONE FIRST becomes a part of the Glencoe Schools, either as teacher or interne, one does not immediately realize the importance of the staff organization. However, there are certain obvious deviations from "standard practice." There is no dividing line between administrators and teaching staff, but rather, equal familiarity, informality, and friendliness among all. There is an elasticity in curriculum activities and a cooperative attitude toward "sharing and pooling" experiences. Teachers feel free to express their opinions and to ask for advice and help on any problem at any time—either at faculty meetings or in informal conversation with the superintendent, principals, or counsellors. Gradually one begins to understand the reasons for these differences and to find a place as an active contributor.

In order to explain this particular school organization, an outline of the plan is given. The broad purposes of the plan are to provide: 1. active participation of all agents on a thoroughly democratic basis; 2. the means whereby the creative contributions of individual staff members may be most effectively capitalized; 3. a unity of purpose in all the activities of the professional organization in accordance with the adopted philosophy of education; 4. a continuous improvement of instructional policies and practices as opposed to spasmodic and periodic campaigns of reform; 5. an effective means of cooperative professional improvement, to the end that there may be complete

understanding and growth on the part of all professional agents.

INTERNAL ORGANIZATION OF THE STAFF

The staff is divided into committees for study and work. Teachers may choose the committee in which they desire membership. The plan of organization of a faculty of some fifty people into workable groups to help in carrying out such broad purposes as those just listed is as follows:

1. *Socialization Committee*: Composed of the chairman of each committee together with the superintendent and principals. This group serves as the coordinating agency for the faculty and as a clearing house for all committee activities.

2. *Teacher Affairs Committee*: Takes care of business important to teachers such as: the study of salary schedule policies, information regarding school legislation, and recreational activities.

3. *Community Relations Committee*: Works with Parent-Teacher Association and other civic groups to help interpret the schools to the people and to encourage parent participation.

4. *Curriculum Recording Committee*: Works on means for recording experiences which will make our curriculum a cumulative and ever-growing document.

5. *Teacher-Pupil Planning Committee*: Studies means for providing children with experiences in self-

direction, self-evaluation, self-control, and cooperation.

6. *Language Arts Committee*: Studies the needs of children in the fields of literature, reading, and language.

7. *Mathematics Committee*: Studies ways to make children's experiences further their understanding and use of number concepts.

8. *Teacher-Education Study*: Reports to the faculty, information from the New Trier Township Teacher Education Study Group.

In addition to the committee organization, the staff includes the following related administrative agencies:

1. *Counsellors* in physical education, singing and instrumental music, art work, shop, science, guidance, and curriculum are on call to help children or teachers. With the exception of physical education, these counsellors do not work with groups unless they have been called for some special reason.

2. *Guidance Staff*: Plans and supervises the gathering of such facts as are essential to the understanding and guidance of each individual child in the Glencoe Schools. This includes responsibility for pupils' records and tests.

3. *Curriculum Counsellor*: To act as advisor in all matters pertaining to the progressive improvement of the entire curriculum program. To help teachers determine how the individual needs of learners are being satisfied.

4. *Service Council*: Composed of superintendent, principals, guidance staff, curriculum counsellor, and health counsellor. Coordinates work of all resource persons, plans the testing program, and makes decisions re-

garding retentions and other adjustment problems.

5. *Coordinator of Community Education*: Coordinates out-of-school activities with school and village program.

ELEMENTS OF DEMOCRATIC ORGANIZATION

With this outline of internal organization in mind, let us consider the essential elements of democratic organization.

1. *A group of people cannot work together democratically as the result of an administrative order*. A superintendent cannot change his staff organization by announcing at the beginning of the year that he has "seen the light" and from that time on expect significant group and individual participation. It is doubtful if members of the Glencoe staff would be able to tell exactly when the organization changed from whatever it used to be to the democratic organization it is now. It has been a slow and ever-widening process. About seven years ago the group decided to work on the problem of seeking better relationships among the members of the working unit; the school and community. However, a group of people cannot suddenly begin to work together without leadership, careful planning, and much group thinking.

Undoubtedly many of those who have worked together in Glencoe for the past seven years and who believe so firmly in all members of a staff (from superintendent to janitor) working together with freedom and ease, have wished that we might move faster. But the guiding spirits have been wise enough to provide just enough stimulation to keep the whole

group moving forward. They have never attempted to hasten results by superimposing upon the whole group their own opinions and ideas. Because we have accepted the challenge involved in attempting to achieve better human relationships, the results of the search are becoming a real part of our "way of life."

2. *The guiding principle for such a plan must not be a search for a permanent solution.* Rather it must be a continuous working together with common purposes in the search for improvement. In school practice, this means that teachers are not seeking one "right" procedure for teaching children. It means that teachers, administrators, counsellors, and all concerned must be willing to examine constantly all that they are doing in terms of finding some better way to do it. It is always interesting to notice the reaction we get from visitors who come to our schools, obviously expecting to find the same signs of "progressive" teaching emanating from the doorway of each classroom. One is frequently asked such a question as, "But tell me, why does that teacher on the second floor still have her desks arranged in straight rows?" (The idea seems to be that "progressive" rooms must be helter-skelter affairs.) Then it is necessary to explain that we are not attempting to arrive at one final answer to the problem of teaching children, not even in the arrangement of classrooms. We are constantly seeking to improve and if we were to refuse to allow an individual teacher the opportunity to work a thing out to her own satisfaction because "the answer had been found," we would inevitably block progress.

Our Socialization Committee is the unit of our staff which seeks to keep our committee work and group thinking always pointed toward finding these *better ways*. After many meetings throughout the year this group holds its major planning meeting each year in the spring. Then, armed with recommendations made originally by various committees and individuals and thoroughly threshed out in general faculty meetings, it sets up the various areas for committee work for the following year. If we ever reach the point where our Socialization Committee reports that there are no areas which require further study, then we will have given up our democratic ideal in favor of one whose standard must be the preservation and defense of that which we "know" to be "right."

3. *A democratic organization is not a disorganized "free-for-all," but rather a working unit which follows a well-rounded plan.* It is true that we do not have lesson plans or rigid curriculum restrictions. However, each teacher does not set her classroom up as a unit apart from the rest of the school. The "sky is not the limit" in selecting subject matter for pupils. Teachers confer together in divisions (primary, intermediate, upper school) and list areas in which they and other educators believe children should have experience. To be specific, it is possible that no two groups in the primary will have identical science experiences but all primary children will have similar ones.

The Language Arts, Curriculum Recording and Mathematics Committees, cooperating with the School of Education of Northwestern Univer-

sity, are typical of our faculty units working upon curriculum problems.

4. *A democratic organization must move slowly enough to allow for maximum participation from all of its members.* In a school this problem is twofold because maximum participation from the community as well as the staff is desired. Our committee plan allows teachers to change from one committee to another each year and also includes parents upon many committees. By taking part in the planning and working out of all curriculum problems, teachers have an opportunity to try out new ideas. They gradually come to feel their importance as a part of the working unit. Close cooperation between parents and teachers creates a real need for parent participation in school affairs. Illustrative of this is a small volume, a sort of curriculum for parents, as yet unnamed. A committee composed of parents, teachers, and children is now busy, getting this volume ready for publication.

Also, the Community Relations Committee, again collaborating with the Northwestern School of Education, is working on this problem of community participation in school affairs and teacher-pupil participation in community affairs. It stands to reason that a community will find no real need for participating in school plans if a school lets it be known that it has all the answers to what and how subject matter should be taught. Especially is this true when the school shows little interest in all other phases of a child's development. But when a school makes it clear to the community that its help is essential, if the school is to find ever better ways to do its job, the way begins to open

for worth while cooperation among all those agencies concerned with youth.

5. *A democratic organization should put equal emphasis upon in-service training and fair evaluation of services rendered.* Obviously, when an organization does not vest absolute authority in one person or a group of individuals, there must be some means within the organization for a fair evaluation of an individual's contribution. This is a difficult problem to face in a school organization, and it is one which we, as a group, have just begun to face. Of course, there is more than one way to evaluate services rendered. Our Teacher-Pupil Planning Committee arranged last year to have each member of the staff visited for at least one half day by some committee member. Each visitor looked for evidences of good and poor planning. The results of these observations and the following conferences with the teachers visited were incorporated in an objective bulletin of suggestions which was discussed at general faculty meeting. This committee also works with the School of Education of Northwestern University and is going on with similar plans this year.

In summary, in Glencoe we now have the beginnings of a democratic organization. We feel that we are moving slowly enough to allow divergent opinions within the faculty as well as the thinking from the community to contribute to our plan of operation. And, most important, we are willing to keep in mind the responsibilities as well as the advantages of democracy as we work on this problem of achieving increasingly better relationships among ourselves, our children, and our community.

ECONOMIC ENTERPRISES FOR HIGH SCHOOL STUDENTS

By S. R. LOGAN
Winnetka Public Schools, Winnetka, Illinois

THIS IS A BRIEF account of several economic enterprises in Skokie Junior High School. These are referred to as "corporations," "incorporated" under the laws of the school's representative government. They provide exactly the kind of supplies, credit, insurance, and other services which children find themselves in need of and able, with the help of teachers, to procure for themselves. They exemplify representative government in the process of producing and distributing goods and services with due consideration for honesty, efficiency, mutual respect, and the general welfare.

The ideal organization is one that not only consciously observes the forms of popular sovereignty but is animated by the spirit of responsible freedom. This applies to every type of corporate undertaking, whether it is a profit corporation, a cooperative corporation, or a public ownership organization. No form has a monopoly on service, and every form is to a degree cooperative and public in character. It happens that the motto of the school these many years has been *Skokie Serves*.

The Livestock Company is a profit corporation which raises rabbits, mice, and chicks for the market. It also manufactures, sells, and rents cages for pets. Recently it has added a feed department. It gives free instruction in the care of pets and it has cooperated with the biology department in breeding experiments. Of its sixty owners (shareholders) twenty are members of the board of directors which meets weekly. This board is large for the simple reason that many

of the shareholders are so interested that they want to meet frequently and to take a more active part in management than would be possible for them as mere shareholders. As there is no proxy voting and all are expected to vote, the responsibility of joint ownership is clearly experienced.

The necessary labor is performed mainly by members of the board. Fun and experience are considered an adequate wage. Consequently, annual dividends have been amounting to twenty per cent or more, which is in effect a blanket return on working capital, labor, and management. With increasing experience children are beginning to think more discriminatingly about distribution of gross income. But since those who do the work are also owners, perhaps the owning and working functions will not come sharply into conflict. However, there has been some talk of a wage scale and perhaps a labor union. Objection has been voiced to paying non-working shareholders, who do nothing but own and vote, as much of the income as owners who own and vote and work.

Lately the company has established a "branch plant and sales office" in one of the elementary schools. Before this could be done, the School Council had to be persuaded to change the general corporation law to allow members of other schools in the village to own shares in the junior high school.

The livestock business has not always been so profitable. A few years ago, when so many business organizations throughout the country

found themselves bankrupt, the rabbit company of that time was in a similar predicament. But, strange to say, its misfortune was due, not to the sales division, but to failure at the production end. Embarrassment was intensified by the fact that there were no bankruptcy laws and the owners could not get themselves untangled until the School Council had enacted a law under which orderly liquidation might be effected.

Insurance is available against two kinds of risks. The first has to do with broken dishes. About eighty children and a few teachers are insuring one another through a mutual insurance company against accidental breakage of dishes in the cafeteria. The company pays seventy-five per cent of a member's loss and returns to all members as much of the premium as possible. The breakage hazard has been reduced considerably through the safety "engineering" and education conducted by this company.

The other risk has to do with losing pens. As a sort of social return or dividend, the Cooperative Corporation, which operates a store, purchased for the school at a cost of \$165 a machine for stamping owners' names on fountain pens and other things. The School Council's Lost and Found Committee operates this machine, stamping articles free in order to encourage respect for private property rights and proper responsibility for one's property. Once in about fifty times this stamping has been resulting in injury to pens. The cautious may hedge against this risk by paying a five cent insurance fee, in return for which they are reimbursed for loss by breakage. It is dawning upon some of the closer thinkers that the fee should vary ac-

cording to the value of the pen, and some have shown their inventiveness by proposing specific arrangements to bring this about. As one would expect, children who have had some part in these insurance projects have shown greater interest in newspaper stories and text material about insurance matters than others.

Among the organizations that illustrate public ownership and operation is the B. B. B.—the Biology Bureau of Bees. This is a membership organization without stock which established an apiary a few years ago with funds of the biology department. Its purpose was to assist in biological study and to provide business experience and adventure. It certainly is not without risk, even if it is a public ownership company. In addition to selling comb and extracted honey, it provides observation hives and a staff of speakers who are prepared to tell any audience that they can find what they know about bees.

The Credit Union is another example of the various kinds of corporate enterprises that are now useful, going concerns. It comes to mind for the reason that, partly as a result of seeing it as an educational resource of the school and a valuable means of businesslike self-service for the children during the past three years, many of the teachers have recently joined together to form, in cooperation with teachers of the other schools, their own Credit Union. The teachers, of course, are incorporating with the Farm Credit Administration, not with the School Council. Having learned from the children, will they now, out of some additional experience of their own, be more apt to utilize the school

Credit Union as firsthand educational material?

The Credit Union, like the other corporations, is practically a necessity. At the time it was organized there was already a bank, or near-bank, which was used as a depository by the various school organizations. However, it would not lend money, and many children found themselves occasionally short of money for lunch or school supplies. In this situation they borrowed in casual fashion from teachers or other children. Sometimes they forgot to repay or the creditor forgot to collect. Certainly the learnings resulting from participation in this unregulated mutual aid were uncertain if not worse. Altogether, it was quite a nuisance. Finally the question emerged sharply, could they borrow from the bank? A father, who was an officer of one of the country's leading banks, was consulted. He thought a credit union might better serve the purpose. This was seized upon at once by a boy who, with his parents, was already a member of a credit union organized within the membership of a local cooperative society. After a few months of study and talk, he and some fifteen or twenty companions, with the help of a teacher sponsor, secured the necessary charter from the School Council and opened a credit union. It issued a lively mimeographed paper twice a month and soon built up a membership of about one hundred. Incidentally, some of these boys, now in senior high school in a different school system, have been trying to establish a similar savings and credit institution at that level.

The Credit Union admits members and makes loans on a character and ability basis only. Members may bor-

row fifty cents without a cosigner, or seventy-five cents with the guarantee of a fellow member. Collateral is not accepted. A loan is normally due two days after it is taken out. No interest or penalty charge is made if it is repaid in two days. The charge after it is due is two cents a day until paid. Loans may be negotiated for a longer period at a rate of interest which can be figured in amounts not less than one cent. During the past three years thousands of loans have been made and all have been collected. Children have saved systematically and have pooled or used their savings for beneficial purposes.

The owners of these and other corporate undertakings meet at least three or four times yearly. Boards of Directors meet weekly at an hour that is set as a regular part of the school program for such meetings and for meetings of standing committees of the School Council. The teacher who sponsors the School Bank checks up on cash and accounts with the treasurers of all organizations daily.

The School Council, the general governing body, meets weekly. It consists of about sixty children and the principal, who, according to the constitution, is a member *ex officio*. Others are elected directly or indirectly. Heads of business organizations are *ex officio* members. All members of the school, both child and adult, may vote in school elections.

The School Council itself raises money and expends it in the employment of a boy to guard bicycles between 3:30 and 5:00 o'clock and in payment of miscellaneous small expenses. Its principal means of revenue are: (1) the sale of unclaimed lost and found articles; (2) benefits; and (3) taxes. The tax this year, levied by the

School Council and collected from each student, teacher, janitor, and office worker, was a flat poll tax of eight cents. This tax was collected, not by compulsion, but by an appeal to fairness and patriotism. There was provision for payment in labor in lieu of cash.

So many conflicting proposals have been introduced in the School Council for the improvement of the tax system for the coming year that the Council found it necessary to name a tax commission to study their relative merits and to propose a budget. Among the varieties of taxes now under consideration are: a bicycle license tax, a business license tax, a poll tax, and a corporation income tax.

The proposal for corporation taxes has already occasioned a good deal of discussion among the various corporations as to whether their kind of corporation should pay taxes; what they could afford to pay; what proportion of the total cost of government they ought to pay; what has been the experience of corporations throughout the country with state and federal taxation.

Many children are introduced in a simple way to trusteeship in corporate affairs of an economic-political nature, from the angles of consumer, investor of capital, investor of labor, manager, director, owner-elector, employee-elector, member of the general political government, citizen-in-general.

The entire situation is designed to produce *studious, responsible participation*, particularly in the *control* aspect (government) of each corporate undertaking, and in the general overall government by means of which all

institutions function together. Attention is directed to the principle and methods of popular sovereignty which are characteristic of that intricate complex of self-governing parts which constitute our great federal democracy.

Naturally children are helped in various ways to associate the self-government of simple organizations in their school with self-government in somewhat comparable organizations of the larger community, such as nation, state, city, school district; museums, hospitals; manufacturing, buying, selling, insurance, credit, communication, transportation, and amusement companies and associations; labor unions; etc. Problems that they encounter in their immediate school activities gain interest and significance from somewhat similar problems that come to their attention through newspapers, home conversation, travel, pay jobs, bank accounts, etc., and vice versa.

From such interrelation a common economic-civic vocabulary evolves to connect child, parent, and teacher by mutual understanding and common interest, and to reinforce children's interest in the schoolbooks and school projects which deal with bread and butter and economic cooperation.

Participation in economic and political organization, under the truth-seeking and equity-seeking motivation of the school, may be expected to increase the student's understanding of the structure, processes, and methods of representative government, and to improve his skill as a functioning citizen. Important as insight and skill may be, of even greater moment is the democratic spirit in which organized efforts are made.

GESTALT PSYCHOLOGY AND THE CURRICULUM WORKER

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WITHIN RECENT years Gestalt psychology has become one of the most verbally adhered to psychological systems among American educators. The most common implications of this psychological system have been proposed as teaching of "large wholes," emphasis on the "total situation," emphasis on intrinsic motivation, and a minimum of purposeless drill and repetition. For the curriculum worker these educational implications are significant. If the Gestalt theory of psychology is seriously considered, however, there seem to be further and more comprehensive implications that might be pointed out.

One of the most important principles of Gestalt psychology is that all experience of the human organism implies a differentiation of the sensory field into a figure-ground pattern. In other words, perception has a sort of dual characteristic: in the "whole field" which is perceived one portion stands out somewhat distinctly as the "figure," whereas the remaining portion serves as the "ground" for the "figure."¹ The human organism enters a world which, for the most part, is at first a *field* with very few figures; there is almost no differentiation into figure-ground relationships. In a certain sense it may be stated that really the organism is a figure in a dynamic field. Thus it may be observed also that learning begins for the child when experiencing begins; that in reality this experiencing *is* learning. Hence, the problem of learning becomes that

of converting what is merely an undifferentiated field for the child into a field that has figure-ground patterns. What has been indistinguishable or "ground" becomes the child's mother; what has been a mere noise becomes a recognized voice; what has been an undifferentiated enclosure becomes the child's abode. Similarly the child grows and matures and begins to recognize "figures" in his daily living in what has hitherto been for the most part merely "ground"; animals, friends, chairs, and multitudinous other aspects of the total environment begin to assume "meaning." A similar process of differentiation of mass experience into figure-ground relationships results for the adult in whatever kind of intellectual environment. What had hitherto been an unintelligent mathematical formula may become a means of solution of a problem in engineering; what had previously been a story about "the other half" may become a social reality of first importance; what had been to the student of education a course in methods of teaching may become a recognizable aspect of the profession of teaching in an actual classroom situation.

To propose specific applications of this principle to the field of curriculum making may be a hazardous undertaking; nevertheless, there certainly must inhere in this principle, if it be accepted, some significant deductions for the curriculum worker. In the first place, it may be noted that the child and his environment may be considered as interactive; that is, a change in what is usually referred to as "environment" will inevitably change

¹For an elaboration of this principle see Hartman, George W., *Gestalt Psychology*, p. 23 ff. New York, N. Y.: The Ronald Press Company, 1935. 325 pp.

the child, and vice versa. Secondly, this manipulation of the environment by the child is *experiencing* or *learning*. Now, if a change in the environment produces a condition for the child, an understanding of which results in learning, then for the curriculum worker the direction of this environmental change and its nature and extent are of primary significance. Shall the curriculum be so planned that these changes move in a certain direction toward desirable goals, or shall children themselves direct the changes in their experiential fields without reference to adult guidance toward pre-conceived aims or objectives? Inasmuch as differentiation of experiences into figure-ground relationships will inevitably take place, and since the possibilities for so many varied and divergent relationships are inherent in the nature of potential experiences, the implication of this principle would seem to be that more or less adult planning for making this differentiation possible is necessary. Furthermore, most adults must admit that they observe many "figures" in their daily experiencing that would otherwise have been impossible except with skillful guidance on the part of those who saw "figures" where previously there had been only "ground." Thus some type of planned curriculum or series of experiences would appear desirable in the light of the figure-ground principle. There is certainly not inherent in the theory any suggestion of an adult-imposed curriculum without regard to children's purposes, interests, and desires; there is not even an implication as to what type the scope and sequence of the curriculum should assume. There is only an apparent suggestion that the curriculum worker must plan to some extent the child's experiences

or curriculum if the most desirable "figure-ground" relationships are to emerge.

One of the most common manifestations of this figure-ground principle in practice has evidently been the so-called "enrichment" of the curriculum in classroom situations. If the environment is considered the "field," then it seems plausible that the richer the "field," the more possibilities there are for differentiation of significant figure-ground relationships in this "field." Hence, there may be an enlargement of art experiences, more emphasis on manual activities, and the collection of greater amounts of instructional materials. If the child is to study ancient Greece, why not study simultaneously the art, history, literature, science, and so on, of this country? Despite the laudable results that may be obtained from such an organization of curricular experiences, it seems possible that a misinterpretation of this principle may have resulted. For many children concern for problems remote from actual experiences may not result at all in figure-ground differentiation; the supposedly valuable enrichment may remain for the most part very little more than "ground." In other words, the maturity levels and experiential backgrounds of children may preclude the differentiation of such vicarious experiences into meaningful concepts, generalizations, and understandings.

An adequate appraisal of this basic Gestalt principle may signify that the curriculum should be organized about foci in the environment of the here and now. If this viewpoint is feasible, the curriculum would probably of necessity be developed about contemporary problems of great social import. A child's experiences with his

present social environment provide the necessary conditions for learning; in fact, an intelligent understanding of the nature of that environment is probably the basis of a program of effective social education. It must not be assumed that these social problems are therefore merely temporary and that the curriculum becomes an improvisation for the sake of expediency. On the contrary, the significance of this point of view would apparently be that the curriculum worker can, with the assistance of social scientists, discern certain areas wherein such problems in a social order do arise and thus can give directions that may serve as points about which curricular organization may take place. In fact, in accordance with Gestalt principles, the teacher probably should introduce the child deliberately to the persistent problems which exist in our society in order that learning may be more adequately facilitated.

A second very important principle of Gestalt psychology, in some respects closely related to the first, is that mental development proceeds from a vague, undifferentiated total to more discrete and precise aspects of this total. Thus we may say, at least theoretically, that children do not in their early experiences exhibit marked tendencies to special interests and aptitudes; that they react with a minimum of differentiation to the world about them. For most children in early childhood a "chair" is simply a "chair"; the child does not stop to reason that a chair has legs, arms, even a certain kind of wood and possibly varnish. Thus the process of differentiation is an advanced stage of "insight" and usually does not occur at all in the average child for several years. This same principle may also be observed in the

way adults learn; to many adults today "socialism" and "communism" produce identical figure-ground relationships. Differentiation becomes a process of advanced learning and not all socialists are characterized as "Reds" or "radicals."

The meaning of this psychological principle for the organization of the curriculum seems clearly to be one thing: a subject curriculum organized for children at least in the elementary school is questionable. The logic of organized subjects is an adult nicety, intelligible often only to the logician. For the secondary school also this principle would seem to imply a much smaller number of discrete subject areas than are found in most high schools today. For those children who do begin early to differentiate extensively among their experiences, there might be organized special groups devoted to logically developed sequences of subject matter. A further inference from this principle seems to be that in most of the elementary schools, children's experiences should be focused about understandings or centers of interest that are easily intelligible to the child. Thus experiences oriented about abstract scientific principles would be inappropriate for most elementary school children. Even in the secondary school points of organization should be adapted to the average differentiation that might usually be anticipated at particular secondary age levels.

This second principle reinforces and greatly emphasizes a point drawn from the first; namely, that some type of planned organization of experiences is necessary for the most economical learning by the child. If experience is undifferentiated in early childhood, one of the objectives of formal educa-

tion should plausibly be the facilitation of the process of experiential differentiation. To leave this process to the child alone seems unwise; curricular experiences should be so designed that the child may be aided in attaining coherence, pattern, and integration in his day-to-day relationships. Without some kind of carefully thought-out design, the teacher and curriculum worker are failing to render the child much-needed assistance in his attempt to develop meaning and coherence in his world.

Closely related to this principle just stated is a further principle known as the "law of individuation." In other words, from undifferentiated experiences and from "wholes," parts emerge and assume their proper functions. As an antidote to the often-asserted opinion that the subject curriculum is outmoded and ancient, it may be timely to observe that the "law of individuation" would apparently imply that the subject curriculum in and of itself is not bad; that, in fact, at certain levels of maturity the specialist will emerge and that systematic preparation by means of a subject curriculum is not undesirable, but is in reality necessary. It seems altogether possible that in the latter years of secondary school some pupils may have sufficiently matured intellectually that certain skills and knowledges may be presented in a systematic and straightforward manner. At least on the college level this principle would evidently support some degree of specialization that can probably most economically be arrived at through the medium of systematic approach to specific subject fields.

Another principle of Gestalt psychology, to which practically all professional educators today claim ad-

herence, is that parts derive their significance from larger "wholes." In classroom practice this principle has been thought to signify a need for larger units of work than have heretofore usually been attempted. Instead of page-by-page teaching of American history, we observe a unit on the American Revolution; instead of the very mechanistic approach to the teaching of grammar in the form of memorizing parts of speech and so on, we witness instructional units on how to write a good sentence; and instead of a detailed memorization of the mountains and rivers of South America, there are larger units of work on Brazil, Argentina, etc. There is very little doubt that this approach to larger "wholes" is entirely to be desired over the previously more atomistic consideration of various subjects.

If, however, this principle of Gestalt psychology implies nothing more than a reshuffling of old subject matter, its meaning for curricular organization is relatively negligible. It seems entirely plausible that a misinterpretation has resulted in the application of the principle to classroom practice. If "parts" assume their significance in relationship to a larger "whole," then the "parts" of the "whole" can have no more fundamental significance or meaning than the larger "whole." A mathematics teacher might develop a unit of work on fractions and seemingly comply with the import of this principle; yet most would agree that such a procedure would have little to support it since the larger whole, "fractions," may in the first place have very little meaning for children. Hence, it may be true that this psychological principle implies far more than the combination of chapters in a history

textbook into so-called "units." Meaningful "wholes" must first be decided upon in the light of the child's experiential background; then "parts" may also assume a directly functional relationship.

This survey of possible implications of Gestalt psychology for the curriculum worker has suggested that one who accepts the Gestalt position can find certain constructive suggestions in various Gestalt psychological principles. With a very careful, critical, and sympathetic appraisal of the Gestalt position, however, there still remain certain basic problems of the curriculum, for which no satisfactory solution in practical situations has been given. There is very little doubt that no practical answer to the problem of determination of a satisfactory scope of the curriculum has emerged from the application of Gestalt principles to educational practice. Fur-

thermore, one of the most acute problems in curriculum making, the determination of a defensible sequence, has apparently not been solved in any satisfactory manner. With reference to the nature of curriculum content, forms of organization of instructional materials, and certain pedagogical methods, Gestalt psychology has afforded more definite and precise suggestions. Probably the curriculum worker should recognize that no system of psychology can, or even proposes to, offer suggestions on all the manifold difficulties which must be confronted. To the educational philosopher, the guidance worker, the social scientist, and to his own potential contributions as well, the professional curriculum worker must turn for guidance in consideration of the most essential aspects of any comprehensive program of instructional improvement.



MIDWAY IN THE TEACHER EDUCATION STUDY

By J. C. MATTHEWS

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MEMBERS OF THE staff of the Commission on Teacher Education of the American Council on Education and the officers of the American Association of Teachers Colleges agreed that there was a need for more specific information on the progress which was being made by the state teachers colleges participating in the study. A plan was developed in the summer of 1940 providing for the election of a president and a professor from state teachers colleges outside the study to visit each of the seven colleges and make a "descriptive report" at the fourth annual joint conference on teacher education at Atlantic City. President F. E. Engleman of New Haven, Connecticut, and the author of this summary were elected.

The committee and the representatives of the seven institutions agreed on (1) the purposes of the committee, (2) the type of activities in which the committee would be interested, (3) the length of time that could be most efficiently devoted to a given conference, (4) the desirability of seeing committees normally at work rather than hearing reports about how they had worked, (5) the types of material that should be made available before the committee reached the campus, (6) the minimizing of social engagements, and (7) the desirability of analyzing the contributions of the Commission and the effectiveness of the processes through which the institutions were attacking their problems rather than seeing the physical plant and making lightninglike calls to many offices and classrooms.

The seven teachers colleges were located as follows: Newark, New Jersey; Troy, Alabama; Richmond, Kentucky; Carbondale, Illinois; Kalamazoo, Michigan; Milwaukee, Wisconsin; and Greeley, Colorado. Three days were spent in each of the institutions and the Child Development Center at the University of Chicago. The staffs had been informed as to the time, nature, and purpose of the visits, and conferences were tentatively arranged, materials collected, and all facilities for a good working situation were made available.

The committee began its report with a summary of the assumptions under which the Commission seemed to be working. This summary was followed by an analysis of the aspects of the study in the seven teachers colleges. The analysis revealed a number of problems which had been recognized by all of the institutions. The degree of progress in the solution of these problems and the degree of activity in solving them varied from institution to institution. Thus one problem became the major concern in one institution, while in another it received a minimum amount of study.

The problems with which the Commission and all seven of the colleges seemed to be concerned were general education, personnel and guidance, professional curriculum, and evaluation. There were other problem areas which were peculiar to one or more institutions. Among these areas were rural education, techniques of college instruction, follow-up services, state-wide program of teacher education.

cooperative efforts of faculty and students, and graduate programs.

Considerable differences were noted between and within institutions, and within committees. Some committees took a subject not necessarily a problem and examined it as an academic experience with little apparent notion that the topic was or could be functionally related to instructional or curricular change. This type of procedure was the exception in the institutions. The usual approach was to identify a frustration point in the achievement of recognized objectives, carry on research which revealed data significant to the solution of the problem, and, after frank discussion, adopt a plan of action believed to be a solution.

The analysis of the aspects of the study in the seven state teachers colleges was followed by case descriptions of group efforts, one of which was drawn from each of the seven institutions. These cases do not necessarily represent the best work in the problem area, nor does the particular problem area necessarily represent the best work of the institution.

There was evidence of varying purposes, procedures, and concepts in a single problem area from institution to institution. In the case of general education some institutions seemed to be attacking the problem because others were considering it. The usual approach in these cases was to consider rearrangement of existing courses or a change in the content of these courses. In certain cases, the concept of general education seemed to be that it was something which was good, but just what it was or what was good about it seemed nebulous. Some recognized that many of their students were not planning to be teachers.

One approach to the solution of this problem was to remove the professional work from the first two years. Here, general education was conceived to be that academic training which has cultural value even if its recipient does not teach.

Others recognized the gaps and overlaps in the old courses and decided to remedy the situation by introducing survey courses. Here, general education was thought of as a series of broad general courses in the sciences, social sciences, and the humanities. These broad general courses were being correlated in some institutions. This correlation was being brought about by advisory committees which cut across the fields in the general education program. In other institutions there was a definite effort to integrate the areas and here the syllabus of the course, the problems of individuals and groups in the class, and the materials of the community formed the bases for the integration at different times and there was frequent shifting from one base to another. This integration was sometimes aided by the cooperative teaching of a class by two or more instructors.

Some believed that none of the above purposes, procedures, and concepts were adequate, but they had not formulated a definite plan of action. In discussing this problem one person said: "We are in the worrying stage. We are not doing anything about general education just now." At least two institutions recognized that many of the needs of college students were not being met. They decided to begin the study of general education with the assumption that it should meet these needs and that the discovered needs should determine the content of the general courses. One of

these institutions has launched an exploratory program of action consistent with its purpose and has broken completely with traditional content and method.

In like manner, each of the problems was approached differently in the seven institutions. It was observed that certain problem areas tended to encompass the whole problem of teacher education. A committee on evaluation, personnel and guidance, professional education, general education, or child development tended to consider all of the other areas when it attacked its problem on a functional basis. It seems that each of the seven institutions might take seven different problem areas as a core, attack the problems on a functional basis, encompass the whole field of teacher education, and thus reach common goals.

The committee concluded that there is abundant evidence that there have been decided shifts toward more democratic procedures in the seven colleges. Whole faculties are being brought into the study, and five of the seven institutions have specific organizational arrangements for sharing the responsibilities of the study with the students. This tendency has aided in bringing about mutual respect between staff members within departments and between departments and between staff members and the administration.

There is a tendency to respect processes as fundamental to temporary and ultimate achievement. This tendency has caused the groups to concentrate on fewer problems and to make more thorough and basic investi-

gations of the problems attacked. These basic investigations of the problems attacked have aided the groups in making a shift from superficial academic study of teacher education to a more functional approach and to shift from change for the sake of change to sound evolutionary development.

There are a number of factors which have impeded the progress of the study in the seven institutions. Lack of sufficient staff time has kept some staff members from making analysis basic to good problem solving. The traditional concept of teacher education which labels subject matter courses academic and education courses professional has been another factor. Some institutions and individuals have desired change too rapidly, and some individuals have desired to maintain the status quo. Lack of techniques for cooperative work, the tendency to use empirical judgments, and jealousies between individuals and groups have also impeded progress.

The committee pointed out many difficulties which the institutions and the Commission are facing. It pointed out, too, that these are difficulties which any institution may face when it makes an effort to put into operation things which are commonly accepted in theory but neglected in practice. It concluded that the Commission was wise in its decision to undertake a study in which exploration of beliefs would be made through cooperative developmental testing in action.

CHARACTERISTICS OF GOOD IN-SERVICE EDUCATION PROGRAMS

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CURRICULUM WORKERS generally accept as axiomatic the two inextricable principles that curriculum improvement is impossible without teacher growth and development, and that teacher growth in service is best fostered through organized efforts to improve the curriculum. Certainly evidence has accumulated rapidly in recent years to show that real curriculum advance entails a thoroughgoing systematic program of in-service education for teachers.

In a previous article¹ the writer summarized an investigation² of characteristic likenesses and differences in some forty educational, economic, sociological, and geographic areas of two groups of local county school systems in Virginia, one group composed of counties which had participated extensively, and the other composed of counties which had been least active in the Virginia state curriculum program, during the eight-year period from its inauguration in 1931 to 1939. As may be expected, a most marked difference existed between the two groups of school systems in the extent and nature of the program for promoting the growth and stimulation of teachers in service. The counties which were most active in carrying forward curriculum improvement had planned and carried forward markedly superior programs for promoting

teacher development. On the basis of the experience and example of these eleven active county school systems, some helpful conclusions may be formulated as to the characteristics of a desirable program of in-service education.

In the first place, capable leadership is without question an indispensable element in a good program of in-service education. Guiding and directing every successful program of in-service education is a dynamic person who has aggressiveness, ability, vision, and a thoroughgoing understanding of the desirable directions for educational progress. This person need not necessarily be the superintendent; in fact this frequently was not the case in the systems studied, but certainly he would need to have the support and cooperation of the superintendent if the in-service education program is to be effective.

The local county school supervisor was without question a key factor in promoting in-service growth of teachers in these progressive Virginia school systems. The provision of supervisory service was one of the most conspicuous differences between the most active and the least active groups of counties. In fact, the main study shows that the provision of supervision may be an indispensable factor in the development of a good program of curriculum development. It was these supervisors, acting, of course, with the cooperation of the superintendent of schools, who provided a large measure of the leadership and guidance for efforts to improve in-

¹Saylor, Galen.—"What Makes a Curriculum Program Successful?" *Curriculum Journal*, 12: 151-154, April, 1941.

²Saylor, Galen.—*Factors Associated with Participation in Cooperative Programs of Curriculum Development*. New York: Bureau of Publications, Teachers College, Columbia University.

struction, particularly on the elementary level. But just any kind of supervision will not meet the need. It must be characterized by stimulation rather than inspection, by concern for teacher growth rather than imposition of preconceived ideas, plans, procedures, and techniques. The supervisor should be a person who faithfully adheres to democratic processes in all group and personal relationships, who is more interested in growth than the passing on of a set of tricks of the trade, who recognizes that progress may be made best through cooperative group attack rather than through dictation and demands of obeisance. Supervision in all of the counties selected on the basis of most extensive participation in the state program of curriculum development was marked by these desirable characteristics.

Another important factor in promoting in-service education is the stimulation and guidance provided by the staff of the state department of education. In Virginia this was particularly evident, and the emphasis placed on in-service education by the department undoubtedly has been a major factor in the success that has been achieved in the state curriculum program to date. The Virginia program was one of the first which predicated curriculum revision on the growth and development of the great body of teachers. Continuously since the inauguration of the program, the state department, working with the local school systems, has concentrated efforts on teacher growth.

The state department promotes in-service education among local schools by (1) making possible through generous state aid the employment of local supervisors as described above; (2) conducting regular district and

state work conferences with local administrators and supervisors in the state; (3) holding personal conferences, making visits, and carrying on correspondence with individual supervisors and administrators; (4) issuing circular and bulletin materials; (5) encouraging development of local professional libraries through state aid; and (6) guiding cooperative investigations by local teachers of certain professional problems, such as that of the dropout of pupils before completion of their service.

Continuity of service among both superintendents and supervisors was evident in the systems studied, and the desirability of such a situation from the standpoint of in-service education seems apparent. Long tenure makes possible the development and carrying out of plans for a continuous program of professional stimulation.

Another essential factor in a good in-service education program—a factor which seems to be a prerequisite, yet is so often neglected—is that of centering attention on some definite local school problem or an aspect of the local educational program. To be effective, the in-service program must provide teachers an opportunity to work cooperatively on solving problems of concern to them in their day-by-day work. The old-fashioned type of professional program which was devoted to lengthy harangues or discussions on general educational topics may have been informative and provocative, but seldom affected school practice. The better procedure is to have the program grow out of the interests and needs of teachers in working together on some school problem. In the active Virginia counties, the entire efforts in in-service education grew

out of work on curriculum improvement in the local school. Ever since the beginning of the state program, the teaching corps in these respective systems has been working intensively on this problem, yet eight years later interest was intense, enthusiasm high, and efforts extensive and exhaustive.

In their efforts to work on common problems pertinent to their local situations, the local systems, under the direction of their respective supervisors, used a number of methods of attack. Some of the most frequently found are briefly stated:

General faculty conferences. Most of the counties held a number of system-wide teachers meetings during the year. These were usually characterized by teacher cooperation in selecting and planning the problems and topics for consideration, and by a work-conference type of procedure rather than by lectures.

Numerous small group and local school conferences. An almost endless round of conferences and discussion groups involving the teachers of one building, all teachers in designated grades in a system, or district groups was held. Usually the supervisor participated in these conferences, and frequently acted as chairman, although committees of teachers might plan the meeting. However, informal conferences for the discussion of group problems were the rule, with the planned program as the exception. It was, without doubt, in such group conferences that the most effective in-service work with teachers was found.

Conferences with individual teachers. Perhaps many would not consider such conferences a part of the in-service education program, but certainly they appear to be a most important aspect, particularly if the teacher and the supervisor work together to further educational improvement under way in the classroom. Conferences of this type were a major factor in teacher stimulation and development in the Virginia counties actively engaged in curriculum improvement.

Interclassroom and interschool visitation. Every county system in the participating group provided opportunities for teachers to observe other schools or fellow teachers in

action. Frequently, groups of teachers as a body would visit some school noted for its effective work, observing and studying carefully its program. In other cases individual teachers visited other teachers within the system or elsewhere who were doing outstanding work in the area in which the teacher was interested. The administration provided substitute teachers during such visits. Supervisors guided the visitation, so that the maximum benefit might accrue to the teacher making the observation.

Professional library. All of these county systems maintained a library of professional books and magazines for the use of the teachers. Some were extensive in size. Addition of pertinent materials from time to time was evident in all counties.

The investigator was amazed at the tireless efforts of teachers and supervisors alike in these selected school systems to improve their educational program. Their enthusiasm was strikingly apparent and their energy seemed inexhaustive. Without troubling much about ceremony, administrative hierarchies, and orders, or waiting for someone to command, they sought opportunities continuously and utilized resources wherever available, to study, discuss, confer, experiment, and create so that they in turn might guide children in more fruitful learning experiences. This comes from working in a situation that is challenging, that stimulates teachers ever to evaluate their own work, that is marked by a democratically conceived, cooperative attack on problems of urgent concern to the teachers themselves. In-service education will be effective only if we have teachers who, on one hand, are concerned about what transpires in their classrooms and who, on the other, feel that such a program will help them to improve it. Complacency and in-service education are contradictory.

These Articles Are Short and to the Point.

COOPERATION: CORE FOR GRADE TEN

By Gladys Hill, Teacher of Co-op,
and Vera R. Hackman, Teacher
of English, Pine Mountain
Settlement School

“COOPERATIVES BELONG to democracies, don’t they?” remarked a tenth grade pupil of Pine Mountain Settlement School in the midst of a discussion about the dangers threatening European cooperatives. Pupils have learned to appreciate the values of cooperation and are becoming intelligent consumer buyers as a result of our living, thinking, and working together. Coming from the coal and lumber camps of Harlan County, our pupils’ knowledge of buying is limited to the offerings of the commissary for their food and to the advertised stock of the mail-order catalog for their clothing and furnishings. Pupils from the mountain hollows know only the limited stock of the local store or the attractive offerings of the “wish book” published by the mail-order houses. Emphasis at Pine Mountain is upon cooperation as a way of life and as one solution for the immediate problem whatever that might be. Thus cooperation becomes simultaneously the core and the method.

Pupils learn to work with ideas as well as with patterns of expression. In keeping with Pine Mountain’s philosophy of learning to do by doing, pupils continually act upon the ideas they are learning. To insure progress in a cooperative venture, study must precede practice. After the Rochdale principles, the local constitution, and the method of organization and ad-

ministration are understood by the pupils, they proceed to organize the consumers’ cooperative store which they will operate for the school year. Share selling, publicity, clerking, buying, bookkeeping, and banking become well established patterns of continuous expression.

Paralleling this activity is a study of “Man and His Needs.” Beginning with the industrial revolution, pupils learn of the economic necessity which revolutionized social conditions and standards of living. They follow the economic changes with their accompanying political and social adjustments through the second half of the nineteenth century to the decades of economic planning that grew out of the World War I. Pupils recognize the fundamental differences in approach of imperialistic and socialistic nations. As a result of this study, the pupils see the cooperative way as one democratic solution for economic and social problems.

Creative activity is often spontaneous. The more daring ventures are suggested in broad outline by the instructors. Pupils develop the details and sometimes change the outline. Gratifying examples of such activity were the printed price tags for the store and the posting of poems on cooperation as a result of pupil initiative in using the school print shop as a resource at their command. The study of new fruits and vegetables resulted in an unusual assembly program—the urge of a few pupils to share their new-found knowledge with the whole school. From pupils

with artistic talent came original price lists, posters lettered with an almost professional touch, and stage scenery. The prize possession of many of the thirty pupils is a well-illustrated notebook filled with co-op notes, buying hints, and lists of pamphlets and important addresses. These will be found in some of the Kentucky kitchens of tomorrow.

Subject barriers disappeared when the instructors suggested to one group the broader outlines for a play and to the other the outline for a display of the resources of the various cooperative organizations. At first the idea of writing their own play seemed too ambitious to the pupils. They were in a dilemma. No suitable play could be found and they were determined to do a play. So it is significant that every pupil after the production comments on the feeling of accomplishment and of delight in the dramatic approach. This fourteen-scene play, "Cooperation Around the World," was a most satisfying expression of the ideas they had previously learned. Equally rewarding was the series of displays which appeared in the store and in the reading room of the library. Pupils were alert to the opportunities for cooperation between groups, with teachers, and with other pupils. The letter writing, interviewing, reporting, poster work, articles for the school paper, explanations in assembly, arrangement of displays, and acting in a play they had written themselves were for individual pupils very satisfying expressions of their own creative ability. Their next cooperative venture was the writing of "Experiences in Consumer Cooperation at Pine Mountain." Much careful thinking, exercise in critical judgment, objectivity, weighing of values, elimination

of irrelevant detail, and an honest evaluation of their experiences went into this pamphlet. Pupils saw the pamphlet through the printing processes, including linotyping, proofreading, make-up, and press feeding.

Experiences from the pupils' social environment offered a sharp contrast to cooperative buying. As the pupils came to us, they knew only price as a guide to quality rather than intelligently tested value. They had poor buying habits, knew nothing of government grades, never had bought by weight or in quantity. In learning to make the food dollar go farther, we have emphasized the importance of buying wholesome inexpensive foods, of following a food budget, and relying upon the advice of the United States government and established consumer laboratories. The only local example, other than the school store, of a cooperative enterprise is the Rural Electrification Administration which will soon serve our school and community. We studied the guidebooks, discussed the problems with the neighbors, and are watching the progress of the line across the mountain with great interest.

As a result of our study of consumer buying, our pupils have a comprehensive guide to intelligent food selection. We have stressed nutritive value and have introduced a variety of new foods such as tree-ripened citrus fruits, frosted foods, whole wheat breads, green vegetables, and cheese. This emphasis grew out of a need for a greater variety in the diets of our families. Pupils are now beginning to read labels and to buy by weight, which are the first steps in intelligent buying.

Attention was focused on publications of cooperative organizations, re-

search laboratories, government agencies, and private enterprise when pupils wrote business letters to procure materials from these sources. They have taken great pride in collecting and filing this material. When the home economics and mechanics departments came to borrow some of our materials, one pupil remarked, "Every department in school finds our pamphlets useful."

We believe, too, that some definite contributions have been made to character building. Pupils accept the privilege of operating the store as a public trust. Administering the capital stock of \$197 for the benefit of the 115 shareholders becomes a real responsibility. Shopping intelligently for their store has become a matter of personal pride and is an honor. Pupils volunteer for clerking, book-keeping, cleaning the store, doing errands, arranging the stock and displays, printing stationery, and speaking in assembly programs. We instructors are greatly encouraged to see the strong individualism of these young Southern Highlanders yield to delight in cooperative enterprise.

CURRICULUM ACTIVITIES IN CITY SCHOOLS

Curriculum Improvement in Colorado Springs. The curriculum improvement program in the Colorado Springs schools is divided into two parts, (1) maintenance and (2) revision. Approximately forty-five standing committees, comprising all the teachers and principals in the system, are organized each year on a unit or departmental basis in the elementary, junior high, and senior high schools. The personnel of the various committees, which in general are made up of

three persons, usually changes by one new appointee each year so that the entire committee ordinarily changes every three years. Larger special committees representing both elementary and secondary levels are formed for special fields of the curriculum, i. e., audio-visual aids, safety, citizenship, guidance, etc.

The maintenance aspect of the program calls for at least one meeting of every committee each year. For such meetings an agenda is prepared by the chairman of the committee and the director of instruction. Questions related to the course of study, instructional materials used, and methods of instruction are discussed. Any decisions or recommendations regarding changes in procedure are incorporated in a bulletin which is then sent to building principals. A subsequent meeting of principals with the director of instruction provides opportunity for questions and explanations of proposed changes. The final draft of changes and new suggestions is then issued as a supplement to the course of study outline.

Each year at least one curriculum revision problem is undertaken at the elementary, junior high, and senior high school levels. The committees engaged in such work have a number of meetings during the year. The results of their work are issued in the form of tentative outlines which are tried out for a year. Work of recent years includes such fields as (a) auditorium outline for elementary schools, (b) outline for slow readers in intermediate grades, (c) general science in junior high schools, and (d) commercial courses in the senior high school. All outlines are mimeographed

but only in sufficient quantity for local use.—ROY J. WASSON, *Director of Instruction.*

Curriculum Changes in Elkhart, Indiana. The Elkhart Public Schools have been active during the last two years in making a survey of their educational activities and procedures which has resulted in many changes affecting the curriculum. There have been approximately twenty-three committees at work which have included representatives of approximately 65 per cent of the teaching staff. Most of the committees followed the general formula of: surveying present practices in the Elkhart Public Schools; surveying current literature and practices in the field under consideration; sending out questionnaires to a representative group of schools to find out what practices were current in the related fields of study; actual visitation to schools in which outstanding practices were discovered; committee members were excused from school for this visitation and substitutes were provided during their absence. In some cases transportation costs were paid by the board of education. Reports were prepared and recommendations made for the improvement of the school program.

This procedure resulted in a few changes in the curriculum and in the practices of the schools. The following is a summary of some of the changes effected: adoption of the school philosophy embodying the aims and objectives of the schools; the reorganization from semi-annual to the annual plan of promotion; adoption of a cumulative record card and report card in which equal emphasis has been given to the recognition of skills and knowledges, attitudes and habits; the

inception of a periodic appraisal program through reliable tests and measurements; organization of a counseling system and the setting up of a group of counselors in the junior and senior high schools; the setting up of special classes such as English-remedial reading in the junior high schools and writing laboratory for college preparatory students in the senior high school; a public address system with a recorder and playback has been placed in the public speaking classes. A transcription record is kept of the progress made by the pupils taking public speaking; a great number of differentiated courses have been added that are adapted to the varying needs, interests, and capacities of pupils, etc.; the offering of courses has been enriched to include thirteen different courses of study; modern educational equipment has been made available to the classroom teachers, such as visual education materials, a film library established, additional bookcases and bulletin boards were built into classrooms, etc.

All of this development has come about through the wholehearted participation of all members of the teaching staff, administration, and the board of education uniting to achieve a better and more practical educational program for the boys and girls of the Elkhart schools.—HAROLD H. CHURCH, *Superintendent of Schools.*

Curriculum Development in Mishawaka, Indiana. Developing and improving the curriculum in the elementary department of the Mishawaka Public Schools is a cooperative, democratic undertaking of teachers, principals, supervisor, and superintendent. The endeavor is an outgrowth of the

need for formulating a philosophy of education and for evolving a school program in harmony with that philosophy. Through a survey of curricular problems, the group determines its field of activity for the year. General meetings are held for the purpose of studying the selected problems and for organizing the workers into smaller groups with specific responsibilities.

The suggestions for curriculum revision which evolve from the activities of both the small groups and the entire body of workers are frequently the outcome of actual practice in the classroom. An effort is made to utilize not only the contributions of research and educational theory, but also the practical findings of skillful procedure in the classroom. Not to be overlooked in an evaluation of this cooperative endeavor is the in-service training which it provides teachers. Through the participation of representatives from all levels of elementary education a broad perspective of purposes and procedures is attained, and the entire group develops an awareness of the fact that the curriculum is not static and fixed but ever changing and growing.

Throughout the program of curriculum development, emphasis is placed upon a functional curriculum adjusted to the needs of individuals. Purposeful, meaningful learning experiences are outlined in their relationship to suggested units of work. This year's efforts in curriculum revision are being directed towards the field of language. The work of previous years has resulted in developing and improving courses in arithmetic, reading, social studies, and elementary science.—**HANNAH LINDAHL**, *Supervisor of Elementary Education.*

Curriculum Consultant Secured for Montgomery, Alabama, Schools. Mr. G. H. Holloman, a member of the supervisory staff of the Southern Association of Colleges and Secondary Schools, has been secured for half-time service as curriculum consultant in the Montgomery Public Schools with responsibilities very largely in the high school field. Heretofore, the Southern Association has had members of its staff serve individual schools, serving in this manner the thirty-three selected schools in the eleven Southern states. For the first time in the history of the association the services of a supervisory staff member are now made available for an entire school.

The curriculum study in the Montgomery Public Schools has been a matter of major emphasis for the past five years. Mr. Holloman comes into a system, therefore, which has been giving this study some attention and which is well under way toward the ideal of making an effort to improve instruction continuously. On reaching Montgomery, Mr. Holloman found a Steering Committee for the Montgomery Curriculum Study which had guided it through the former years of its program. The committee consists of representatives of all levels of public school organization. All of the principals in the system are ex-officio members of it. Following discussion in the committee which was preceded by a discussion of the public school program for 1941-42 by principals and supervisors of the system, the Steering Committee decided to make the program for this year as flexible as possible to meet the felt needs of all teachers in their instructional work.

The new course of study issued by the State Department of Education

will be used as the basis of discussion in the faculty meeting of the local schools devoted monthly to curriculum study. In the system-wide meeting of teachers on each second Saturday, teachers will group themselves for the purpose of working on areas of concern or problems on which they feel they need help. Individual teachers may study with one group as long as desired or may secure sufficient help in a single meeting. Likewise, groups will be changed from month to month as the interests of teachers can be discovered and arrangements made for such groups to be announced.

Heretofore, the plan has not been so flexible nor perhaps so practical. The Steering Committee has felt it necessary to prepare a program in advance and to appoint leaders for various groups who would plan as helpful a program as possible. However, the large volume of reading and the active participation of teachers have brought much inspiration and help to many of the teachers of this system. In the first year of the study effort was directed toward the historical and sociological foundations of education; during the second year psychological foundations were explored; during the third year an intensive study of the local community was made; in the fourth year the advantages and disadvantages of large unit planning were debated; last year the study was directed along the lines of "interest" and "subject-matter" groups. During the last three years a continuing emphasis has also been on the study of psychology.—C. M. DANIELLY, Superintendent of Schools.

Rock Island Public Schools at Work on the Curriculum. For many years the activating philosophy of education

in Rock Island, Illinois, has been Briggs' Golden Rules: (1) The first duty of the school is to teach the students to do better the desirable things that they are likely to do anyway. (2) The second duty of the school is to reveal higher activities and make these both desired and maximally possible.

Under this philosophy of education, much course revision has taken place. Miss Sarah C. Laraway has developed a course in contemporary culture for pupils in senior high school. In this course contemporary literature is studied by type, such as the short story, the novel, newspapers, magazines, moving pictures, and radio. Introductory material for each type of literature written by the teacher is studied, after which the pupil is permitted to choose illustrative material for individual reading.

Courses in the following subjects have been prepared by teachers in the school system: creative writing, speech activities, sociology, advanced course in social problems, physical education for grades one to twelve, homemaking for grades seven to twelve, senior general science, machine shop operations for grades ten to twelve, craft and related art activities for grades ten to twelve.

A junior high school correlated English and social science program is being offered on an experimental basis to one class. In two schools an experiment is being conducted with the modification of strict departmental organizations of the fourth, fifth, and sixth grades.

Plans for the current year include a complete and thorough study of the junior high school curriculum. A series of meetings with all junior high school staffs will be held this year to

orient the teachers to the study. Committees will be appointed late in the spring to carry on the work of curriculum and organization on this level.

The manual arts program will be reorganized. The director of manual arts has been freed one-half of each day to give attention to this problem and other problems connected with the industrial arts department.

A further study will be made of the modified departmental organizations now in force in two schools. A careful study will be made of the kindergarten, grade one, grade two sequence. In two schools the first grade teacher also serves as the second grade teacher. Apparently this plan has some advantages which demand further weighing. All levels of the system this fall are conducting faculty meetings upon the objectives of education, and are analyzing their curriculum in terms of these objectives.—EARL H. HANSON, Superintendent of Schools.

Survey of Curriculum Activities in Santa Barbara. During the past six years, Santa Barbara City Schools have been carrying forward a plan for continuous curriculum revision. The purpose of this continuous enterprise is threefold: to provide boys and girls a series of learning experiences which will meet their needs in this rapidly changing world; to stimulate teacher growth in service; and to bridge the gap between the home and the school by working and studying child prob-

lems with parents and keeping parents informed and enlightened as to school purposes, changes, procedures, and materials.

Santa Barbara curriculum design is a continuous one from kindergarten through senior high. It offers a core program which provides for the common needs of boys and girls and in the secondary schools it offers special interest courses which make provision for the specialized interests, needs, and abilities of boys and girls.

To aid in the implementation and interpretation of the program teachers, administrators and consultants, working together, have developed four types of publications: (1) *Developmental Curriculum.* This is a basic handbook which contains a statement of philosophy, aims, and objectives, and a description of the city school program. (2) *Building Power in the Skills.* This is a series of bulletins on skill development in reading, communicating, art, music, arithmetic, physical education, and health. (3) *Instructional Aids.* This includes a series of source previews built by teachers in city workshops or curriculum groups under guidance of our supervisory staff; also a series of bulletins on reading, arithmetic experiences, etc. (4) *Progress Reports of the Evaluation Committee.* These reports keep all teachers up to date in the findings of the committee as well as the new techniques and tools they have been developing for pupil and teacher use.—LILLIAN A. LAMOREAUX, Director of Curriculum and Instruction.



Critical Abstracts of Curriculum Research

HULSIZER, ALLAN—*Region and Culture in the Curriculum of the Navajo and the Dakota*. Federalsburg, Maryland: J. W. Stowell Company, 1940. 344 p. Doctor's Dissertation.

In recent years a movement to take the character of the community into account in curriculum planning has gained headway. We have had a number of books appear describing community schools. This movement is due not only to the desire to include things in the instructional program that are close to the lives of children, but also to the fact that cultural differences among communities make it desirable that the materials and methods of education vary from community to community, especially where communities represent subcultural groups. The education of the children of tenant farmers in the cotton belt may be quite different as to methods and materials from that of the children of laborers in a metropolitan area. It should be kept in mind that the education may be different and not better nor worse, for better and worse have no meaning apart from the conditions of those to be educated. The present book on the education of the Navajo and Dakota Indians belongs to this movement to bring education into line with the cultural background of the community. And although it is concerned primarily with Indian education, it is nevertheless suggestive of procedures and points of view that should be helpful to curriculum makers in general, and especially to those who are

concerned with the development of programs in community schools.

In general, the procedure of the study is that of finding the geographic, economic, and social facts about the present and past of the Indian groups. Many of these facts were secured from documentary sources. But these sources were supplemented by information gained from a case-study technique applied to selected families of the two groups of Indians. The questionnaire used in the study is too extended to do more than call attention to it here. Suffice it to say that it should be of value to persons interested in making studies of the cultural life of a people or of a community.

The data thus secured were used to determine trends in the development of various aspects of Indian life. These trends and data afforded a factual basis for determining the character of the curriculum, on the assumption that any satisfactory educational program must build upon and enrich the culture already existing among the groups to be educated. There is much in the culture of the Indian that needs to be preserved and the task is one of finding the most valuable aspects of the culture and of determining how they can be built into a curriculum based upon modern social and psychological conceptions. But the Indian is not to be left to his own culture. The author goes on beyond the culture of the Indian and takes him into the larger culture of other people and of the world. But this is done in such a way as to enrich the life of the Indian and not to destroy his own cul-

tural values and aspirations. Here is a genuine effort to build an educational program out of the life of a people.

B. O. S.

FARTHING, DOROTHY KIPLING — *Techniques for the Appraisal of Elementary School Instructional Programs Which Conform to Newer Practices*. Jefferson City, Missouri: State Department of Education. 1940. 86 p. Paper covers.

This bulletin reports an experimental study made in the University of Missouri Laboratory School for the year 1938-39. The purpose was to apply and evaluate certain techniques for appraising the educational effectiveness of newer classroom practices.

The bulletin presents a clear-cut distinction between conventional practice and those methods commonly thought to be in accord with modern educational philosophy. The case for newer classroom practices is well stated. Inexperienced teachers and all of those dubious of the more progressive approaches will do well to study this part of the bulletin. Much stimulation may be derived from its reading.

The investigation itself consisted of an experimental and a control group of superior sixth-grade children properly selected and paired. A series of units was constructed and presented in a fused form to the experimental group while the control group was instructed in the traditional manner. At the beginning of the instructional period, at its conclusion, and four weeks after its conclusion, certain test measures of pupil achievement were administered. A review of these data lead the author to the following conclusions:

1. It is evident that the instructional program which conformed to newer

practices was effective in securing growth in the specific area of social studies selected and developed by each unit.

2. The newer practices resulted in normal growth in general information in the separate areas comprising the social studies.

3. Subject matter taught as it functions in a related situation is conducive to growth that exceeds normal expectations provided conditions similar to those of this experiment were present.

4. Equal growth in educational status was noted for both groups, but less time was needed to produce the same amount of growth for the experimental group than that needed for the control group.

5. Adequate opportunity for the development of art skills was provided by the instructional program used in the experiment.

6. The instructional program provided extensive opportunity for the development of critical thinking on the part of the group members used in the experiment.

The study shows intelligent planning and this reviewer holds no doubt concerning the objectivity of the conclusions. Several conditions, however, tend to restrict the general acceptance of the findings. As the author frankly states, the control group was not a product of pure conventional teaching. Neither were the testing devices broad enough to measure accurately even the knowledges, understandings, and skills in social studies. And, finally, the fact that the subjects were superior children may lead the reader to hasty generalizations.

It is to be hoped that more of our educational theory and practice will

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be investigated in a similar manner. There is serious need for more investigations of this type.

A. ELWOOD ADAMS
University of Oregon

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GOGGANS, SADIE—*Units of Work and Centers of Interest in the Organization of the Elementary School Curriculum*. New York: Bureau of Publications, Teachers College, Columbia University. 1940. 140 p.

The title of this thesis is derived from a dichotomy set up by the author as a basic assumption for her study. The purpose of the thesis, according to the author, is "to re-examine the bases for the differences among educators themselves, to investigate the present divergencies with respect to the priority of thought and experience, and to find relationships between the differences and beliefs of a philosophical and psychological sort."

The study is based on one assumption and six hypotheses, the most significant of which, to the reviewer, are "in 'Units of Work' and 'Centers of Interest,' specifically the antithetical interpretation of the curriculum has been shown," and "the divergencies [of thought in education] may be considered as focusing upon the priority of thought or experience." It must be granted that the researcher has the right to establish whatever assumptions and hypotheses he chooses, but it is doubtful if many students of the curriculum would agree that "units of work" and "centers of interest" are necessarily mutually antithetical points of view or that "thought" and "experience" are necessarily mutually exclusive of each other. The arbitrary and "straw-man" nature of the definitions ascribed to these terms makes

it comparatively easy for the author to arrive at the conclusion that "centers of interest" and "experience" are preferable to "units of work" and to "thought" in the educational process. With these conclusions and the procedure by which they are derived the reviewer cannot agree.

A major weakness of the study to the reviewer is the excessive use of *pedaguese*. For example, one of the conclusions reached is, "If educators accept education as a growth, the continuing process of learning will be considered, not as more or less abrupt changes, but as rhythms in complex relationships between maturing, selecting, valuing individuals, and, after maturing, varying fields of force."

In the reviewer's opinion, this thesis makes little contribution in the field of educational research.

HUGH B. WOOD
University of Oregon

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JUSTMAN, JOSEPH—*Theories of Secondary Education in the United States. Contribution to Education No. 814*. New York: Bureau of Publications, Teachers College, Columbia University. 1940. 471 p. \$3.00.

Occasionally one discovers a significant book which brings together a vast amount of source materials in such a way as to be very stimulating and provocative. One probably has greater difficulty finding doctors' theses that perform these functions. Such a volume as Joseph Justman's *Theories of Secondary Education in the United States*, however, serves these purposes. It is an unusually important contribution to the field of secondary education.

The book set out "to reveal the main lines of educational controversy rather than faithfully to represent the whole of it." The emphasis in the study is on the broad distinctive points of view that are discernible from the literature in the field. Justman sought to compare theories of education rather than to deal specifically with differences within major systems. After dividing the field of secondary education and studying the literature in the field, he brings together the generalized systems of theory which grew out of specific theories appearing in the literature. These generalized theories are composed of the theories of several men rather than the specific theories of any one man. He groups the specific theories into four generalized systems—*humanism, social evolutionism, social realism, and experimentalism*.

The material describing humanism has been drawn chiefly from the writings of Butler, Foerster, Hutchins, Kandel, and Learned. The materials on social evolutionism are drawn from the writings of Bagley, Judd, and Morrison. The materials on social realism are taken from the writings of Briggs, H. R. Douglass, Francis Spaulding, and the earlier writings of Cox. In addition the reports of the orientation committee of the Department of Secondary School Principals and the New York Regents inquiry volume on *High School and Life*, were used for basic source material. For the material on experimentalism the ideas were drawn from the writings of Hopkins, Thayer, Dewey, Kilpatrick, Bode, Childs, and Counts, and in addition from several reports of the Society for Curriculum Study, the John Dewey Society, and the Progressive Education Association.

The book is divided into five chapters, preceded by a fifty-page introductory chapter in which all the points of view are succinctly summarized. Following this introduction is a chapter on the social dynamics of the four general theories; a chapter on the psychologic foundations; one on the meaning of secondary education, which deals with the problems of curriculum organization, administration, guidance, etc.; a chapter on methods; and a final chapter giving a critical summary of the four theories. One can get a very complete idea of the book by reading the introduction and the final chapter.

The book is written in a clear, direct, and purposeful manner. One is not troubled by shady differences, but pleased with sharp contrasts that emerge. Yet one has a feeling all along that minor differences are not exaggerated. Each of the chapters deals with the general principles involved, an evaluation of the existing situation in terms of these principles, and the nature of constructive proposals. One is also impressed by the objectivity which the author is able to maintain and the impersonal evaluation given to the ideas which the reader knows the author cannot accept. Personally the author claims kinship with the social realism point of view, but when he comes to criticizing the points of view of the experimentalist he is so hospitable to that group that it is difficult to tell which general point of view he is most likely to accept.

This book should be exceedingly helpful for everyone working in the field of secondary education, and especially for curriculum workers.

J. PAUL LEONARD
Stanford University

Reviews of Current Books

RUGG, HAROLD O.—*That Men May Understand*. New York: Doubleday, Doran and Company. 1941. 355 p. \$2.75.

Students of society here and abroad during the past half century and more through patient research have made available a vast amount of information with respect to the nature and development of our culture. It is now possible to identify those elements in human experience which are in fact the essential elements of our common culture and to organize them into an effective educational program. The changes that are occurring in our society and the problems which they create do not necessarily have to be viewed as through a glass darkly. Much needs to be learned, to be sure, about the forces that are transforming the world of our day; but it is true, nevertheless, that we know enough to appraise these forces with some degree of assurance and to plan the future with some degree of hope and confidence.

During the past two decades Harold Rugg has been attempting the very important and the very difficult task "of culling out the essence of the research products of a half century of work by the pioneer trail blazers and scholars on the five frontiers" and of making the results of this research available to pupils in American schools. The five frontiers are described as the educational frontier, the social frontier, the personal frontier, the psychological frontier, and the esthetic frontier (p. 214-215). The readers of this review are no doubt familiar with the large number of texts which Professor Rugg and his associates have produced. Competent

scholars in the area of the social studies may differ in their appraisal of these texts, but all, it is believed, will agree that Professor Rugg has performed an important and much-needed task and that he has done it with vision, energy, and devotion to American democratic ideals.

In the social studies the area of privileged sensitivity is so large that no one who undertakes to develop in youth a critical understanding of the workings of our economic, political, and social arrangements can hope to escape criticism. And in times of social crisis when tension is great and men are gripped by fears of many kinds, the area of privileged sensitivity grows larger and the critics more determined and less reasonable. It is not surprising, therefore, that during the past two years Rugg and his books should have been the objects of numerous and vigorous attacks.

In *That Men May Understand*, Professor Rugg answers his attackers. He discloses who they are, how they operate, and something of the motives that move them. But he does much more than that; he presents at considerable length an account of his own intellectual progress as he has moved on from one horizon to another in the quest for understandings. And the story of his strivings to arrive at understandings of western culture, and especially of our own culture, is set within the framework of what he regards as some of the significant changes in the thought, feeling, institutions, and techniques of our day.

Many who read this book will be interested in the account of how the Rugg texts were developed. Others will follow with interest the author's

analysis of his own intellectual and esthetic growth. Some will be more interested in the author's reaction to the intellectual climate in which he worked or in his interpretation of social and educational developments. All who are determined that in the education of our youth no forbidden signs shall be erected along the avenues that lead through all the reaches and depths of human experience will read the book with profit.

NEWTON EDWARDS
University of Chicago

GILES, H. H.—*Teacher-Pupil Planning*. New York: Harper and Brothers. 1941. 395 p. \$2.00.

Teacher-Pupil Planning is a treatment of teaching from the standpoint of the democratic idea. It presents the democratic process as one in which teachers and pupils plan together what they are to do together. A democratic instructional program does not leave the child to do what he wants to do quite apart from the judgment of other children and the teachers. Democratic planning is not *laissez faire*. It is positive, not negative; social, not individualistic. The teacher is more than a referee and the child is more than a preformed machine that somehow knows what it wants to do and when it wants to do it. On the contrary, it is an organism striving to fulfill needs, and the teacher is in the school to help it define them and to plan ways of satisfying them democratically. The educative process is thus assumed to be culturally conditioned, and hence in a democracy learning is democratically conceived. On this general view of democracy and the relation of education to it there are few educational theorists who

would disagree. The democratic view is simply stated, though it is lacking in thoroughness and is somewhat unsystematically presented. This is probably due in part to the fact that the ideas of the book evolved over a period of years under actual teaching conditions, for ideas worked out under such circumstances do not always fit the neatly-formed patterns originated in a study.

As one looks closer at the book, its shortcomings are more evident. Its title leads one to expect a more extended treatment of the teaching process than the book actually presents. There are comparatively few chapters (six at most, if one omits the supplement) that deal with the problems that the classroom teacher wants to know about, and these are somewhat sketchy and more evasive than the author's practical experience should have permitted. The teacher in search of a systematic presentation of the process of teaching in keeping with the democratic conception of education will be disappointed, though he will find a stimulating presentation of the conception and some hints as to how to follow its meaning in the classroom.

One of the fundamental conceptions underlying the discussion is that methods teach values. This assumption has a long list of capable exponents and has much to be said in its defense. Surely no one would want to say that method is unrelated to the development of values, and surely few would defend the proposition that values can be taught by methods antithetical to them. Still it may be questionable that the values acquired through methods alone are sufficient for the maintenance and development of a culture of free men. We have no conclusive proof that values are not also

acquired by telling. The author's insistence upon the child living the values we teach is wholesome and in the light of its neglect justifiable, but it should not be overlooked that this view is also partial and, if followed to the exclusion of all other views, may in time become an object of criticism itself.

The supplementary section containing illustrations of planning will be of much help to teachers. For actual practical suggestions this is by far the best part of the book. One almost wishes that the author had devoted considerable time in the main treatment to an analysis of these illustrations.

B. O. SMITH
University of Illinois



EDUCATIONAL POLICIES COMMISSION
—*The Education of Free Men in American Democracy*. Washington, D. C.: National Education Association, 1201 Sixteenth Street, N. W. 1941. 115 p. \$0.50.

Many schoolmen will welcome this vigorous, searching analysis of the potentialities and obligations of American education in the present crisis. Written by Dr. George S. Counts and revised by the Educational Policies Commission, this little volume presents in practically one hundred small pages not only a survey of the world situation as related to American education, a clear-cut delineation of what democracy is, and an appraisal of the part education should play in perpetuating and strengthening that democracy, but also broad outlines of specific programs to be followed in achieving that aim.

The headings of the first seven chapters describe their contents exception-

ally well: the tides of freedom and despotism, totalitarian strategy and dynamic democracy, democracy as a great social faith, the quality of democratic education, the loyalties of free men, the knowledge necessary for free men, the discipline of free men. The last two headings—freedom and control, government, the teacher, and the people—are less self-revealing, perhaps because in them Dr. Counts deals with controversial issues, problems for which no satisfactory solution has been worked out by any democracy. "Freedom" and "control" are difficult topics to write about in the same chapter, and it is little wonder that the exercise of control by either the government, the teacher, or the people should present similar difficulties. However, the inherent inconsistencies are well covered and the discussion moves triumphantly forward to its climax, the need for a great moral awakening.

A feature of the volume that many will value highly is the frequency of condensed summaries of the essential points (pages 15, 22, 33, 55, 68, 81, 92, 104, 112). These pithy epigrammatic slogans are unusually stimulating and might well be used as bases of debates and discussions. They inevitably carry one's thoughts and questionings far beyond the scope of the little volume in which they occur.

Like the other volumes issued by the Commission, this latest volume of pleasant and important words will probably do little to set American education on fire; however, much of a help it will be to those already sensitized and active. Under the guidance of the Commission, Dr. Counts, it is true, discusses social dynamite in no uncertain terms, but the detonating caps have all been removed,

the contents thus rendered harmless. Nowhere does Dr. Counts come right out and say our representative system has been outgrown and is in need of revision; that our conditions for achieving citizenship need to be rewritten; that an individualistic, capitalistic system is a greater menace to democracy and religion than Hitler himself; that there can be no moral awakening, no generation of loyalties until religion has been freed from the superstitions and traditionalisms which now render her impotent. Criticisms of the existing social order can be found in the volume in plenty, but always deeply embedded in innocuous phrases. Most men, the "haves" and the "have nots," will agree that "a greater measure of equality and security in economic conditions and opportunity among the people" is desirable, but not one in a hundred will be moved by that statement to begin devising and working for a program of change to achieve such a goal. Dr. Counts says that democratic education is "an education permeated, colored, and shaped throughout its entire program by the values, the ideas, the spirit of democracy" (page 93). He does not say that at present in aims, control, content, administration, instructional procedures, marks, and products, education is autocratic to the core and so ridden by tradition that apparently only a world upheaval or a revolution can change its anti-democratic influence.

The American people, and especially the American teachers, need to be told what they should do because they have never been allowed to think for themselves. But even more, they need to be told how to do it because for generations they have been trained to do as they have been told. The present

volume serves the first purpose admirably. Whether or not it will stimulate the production of the supplementary volume remains to be seen.

S. A. COURTIS
University of Michigan

WINSLOW, THACHER, AND DAVIDSON,
FRANK P., Editors — *American Youth: An Enforced Reconnaissance*. Cambridge, Massachusetts: Harvard University Press. 1940. 210 p. \$2.50.

Borrowing a term from army maneuvers, the editors of this volume have tried to present a reconnaissance of some of the problems youth are facing in the present crisis as well as some of the problems society faces regarding the activities of youth. Many solutions have been proposed the last few years for the problems of youth, running all the way from suggesting complete independence and discipline for youth to the organization of federal programs for them or to the enlistment of them in actual military service. This book is not concerned with any panaceas nor with an immediate solution of the youth problem; it proposes for consideration certain plans for the future just ahead. Its single thesis is that expressed by William James in 1910—"that peace can only be won by the struggle of men of good will."

One of the most stimulating chapters is the first one, written by a German—Eugen Rosenstock-Huessy—on the subject of *Youth and Authority*. Defining authority as "the power that allows people in different ways of life to turn to the one and same source of inspiration," he points out first the place of religion in early America, then the "authority" of education, and later

the cooperation following new social fears. He maintains that the public or common will operates now only in a negative way—to bring into a common cause only those who are opposed to the same thing. He maintains that the problem we face is to provide an education which causes youth to experience "the power that binds together a man's youth and old age—an emerging inspiration." This is the kind of authority, he believes, which is indispensable in the rebuilding of society. The age of reason has impoverished youth's feelings which must be restored by voluntary service and faith on a "colossal scale."

Several of the other chapters deal with the lessons from social reorganization in Europe, from such conditions in America as unemployment, population and age changes, idleness and loss of faith. Work experience as a desirable youth activity is reviewed, government aid is recommended, the taking over of social welfare by public agencies is considered desirable, and youth work camps are favored.

When it comes to definite proposals for education, little that is new is offered specifically. Suggestions are made that the schools teach a more dynamic brand of democracy by giving youth actual work—public service—to do, that ethical and living faith be stressed, and that the school curriculum consist of "a common stock of experiences" which branches out into "more diverse sections of learning which can be successfully cultivated only in homogeneous groups." In the chapter on *Individualism and the Future*, the author stresses the point that society is not possible without certain elements of collectivism in its make-up, that rugged individualism is impossible in modern society,

and that the major problem facing youth now is "to infuse social meaning into political rights."

The book contains an appendix of three essays: the famous *The Moral Equivalent of War*, written by William James in 1910; an essay conveying the same spirit—*A Peace Within*—written by Eugen Rosenstock-Huessy in 1912; and one written by a Britisher in 1940—*The Battle Dress Generation Must Win the Peace*—giving a modern application of the first two. The preface to the book is written by Eleanor Roosevelt.

The whole tenor of the book is toward rebuilding our social order through youth inspired through personal service to a common goal, but that whatever happens for the good must be desired, willed, and worked for. In a time of world conflict it is stimulating to read again the work of those who are asking for an equivalent for war.

J. PAUL LEONARD
Stanford University
California

TONNE, HERBERT A.—*Consumer Education in the Schools*. New York: Prentice-Hall, Inc. 1941. 365 p. \$2.85.

Consumer education is growing up. It is spreading into more and more schools and colleges, and into an increasing number of subject-matter departments. It is undoubtedly here to stay, and to continue its development. It is, however, still in the adolescent stage, marked by a degree of awkwardness, self-consciousness, and disorganization. Yet there is no question that it is on the way toward maturity, speeded along by such books as *Consumer Education in the Schools*, by Dr. Tonne.

As the author points out in his preface, there are now available a number of excellent books dealing with the problems of consumption from the economics point of view, but there is no book on the market treating directly the problems of consumer education. To meet this need, he declares, is the major purpose of his book. "An effort has been made," he continues, "to present, in a manner as unbiased as possible, all points of view toward consumer education that are current among the workers in this field." The book, he asserts, is designed primarily for senior college students and in-service graduate students in teachers colleges, schools of education, and universities.

Many features of Dr. Tonne's book deserve commendation. The approach to both economic and educational topics is common sense and progressive. The chapters cover comprehensively the area of consumer education. Each chapter is packed with well-chosen information. Quotations, generously used, are well-selected and to the point. The lists of references at the close of the chapters are excellent and up to date.

The chapters on economic matters are somewhat elementary, as they should be in this type of introductory text. Some of the chapters are also incomplete, as they must be in a text which aims to cover such a wide variety of topics within so limited space.

Recognizing these necessary limitations, there remain certain points at which the author might have strengthened the content of his text. On page 6, for example, he declares that "the more cautious and the more cooperative businessmen have deemed it better to cooperate with the consumer movement"; it would probably be

more nearly correct to characterize these businessmen as "more forward-looking and more progressive." On page 16 he asserts that "slight attention need be given to the cooperative idea as it relates to consumer education"; but on page 80 he states, "Consumer cooperatives have probably had a considerable influence upon the economic system." On page 29, quoting National Resources Committee findings, he gives the average family income in the United States in 1935-36 as \$1,502 whereas the median income figure of \$1,160 would have given the reader a more nearly accurate picture of the situation.

At some points, furthermore, the author expresses one-sided positions which deserve further discussion. On pages 62 to 66, to illustrate, he declares, "Regardless of the type of economic organization that we feel is best, the training of the individual in the wise consumption of the services and goods that he can secure through his income will still be a problem." With this statement, nearly all consumer educators will agree, but they will raise serious questions regarding some of the statements which follow (pages 63, 64). "The interpreters of the findings of the National Resources Committee and of the Brookings Institution studies accept as almost axiomatic the assumption that poorer income groups do not have adequate incomes. This judgment is based in part upon studies of actual minimum needs for the maintenance of self-respect. Moreover, inadequate income is assumed for some because of the fact that people of the poorer income levels spend more than they earn, or, at least, receive. The assumption is made that they spend more than they receive because their total income is not ade-

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quate to maintain even a minimum standard of living. . . . Possibly there is a further alternative; that is, that we have extended our standard of living beyond that which is reasonable or desirable." There are consumer educators, furthermore, who will take exception to statements such as "Yet we have no evidence that their (previous generations) fulfillment of their basic urges for security, adventure, recognition, and response was any less adequate than ours. Possibly the writers on economic income and expenditure have developed certain standards of living for themselves, and in their bookish altruism have assumed that this is the minimum necessary for all. . . . These defenders of the unfortunate are undoubtedly the most articulate group in our social system, and therefore they tend to give their standards to all groups, the upper as well as the lower."

The strongest sections of Dr. Tonne's book are the chapters dealing with various aspects of consumer education, as it is offered in high schools and colleges. These chapters contain many excellent concrete suggestions for teaching business education, home economics, social studies, and other

subjects of study. These chapters, furthermore, approach problems from the modern educational point of view.

Of particular significance is the final chapter entitled "General Problems of Consumer Education." In this chapter the author makes a plea for objectivity and impartiality on the part of the teacher in approaching controversial consumer problems. This plea is followed by the presentation of "Ten Theses for Consumer Education"—theses which are educationally sound. These theses call for clearer determination of objectives; greater emphasis upon choice-making; more effective organization of course content; better training of teachers; early resolution of departmental conflicts; and further development of better understanding between teachers and businessmen.

In conclusion, it should be said that Dr. Tonne's book fills a real need. Its economic and educational content will help students in training and teachers in service to become more effective in aiding young people to become better consumers, both as individuals and as citizens.

JAMES E. MENDENHALL
Stephens College



New Publications

BOOKS

ALEXANDER, CARTER—*How to Locate Educational Information and Data*. New York: Bureau of Publications, Teachers College, Columbia University. 1941. 439 p. \$4.00.

Library Experiences to accompany, 158 p., \$1.50; also Instructor's Manual, 15 p., mimeographed.

COYLE, DAVID CUSHMAN—*America*. Washington, D. C.: National Home Library Foundation. 1941. 91 p. 25 cents.

DALE, EDGAR—*How to Read a Newspaper*. Chicago, Illinois: Scott, Foresman and Company. 1941. 178 p. \$1.40.

HERZBERG, MAX J., *Editor*—*Radio and English Teaching*. New York: D. Appleton-Century Company. 1941. 246 p. \$2.00.

KILPATRICK, W. H.—*Selfhood and Civilization*. New York: Macmillan and Company. 1941. 243 p. \$1.50.

KLEIN, A. J., AND OTHERS—*Adventures in the Reconstruction of Education*. Columbus, Ohio: Ohio State University, College of Education. 1941. 290 p. \$1.50.

STREET, ROY F.—*Children in a World of Conflict*. Boston, Massachusetts: Christopher Publishing House. 1941. 304 p. \$2.50.

WALKER, W. FRANK, AND RANDOLPH, CAROLINA R.—*School Health Services*. New York: The Commonwealth Fund, 41 East Fifty-Seventh Street. 1941. 172 p. \$1.50.

WALRAVEN, MARGARET KESSLER, AND HALL-QUEST, ALFRED L.—*Library Guidance for Teachers*. New York: John Wiley and Sons. 1941. 308 p. \$2.75.

WILLMOTT, JOHN N.—*High School Boys Electing Industrial Arts*. Contributions to Education No. 836. New York: Bureau of Publications, Teachers College, Columbia University. 1941. 71 p. \$1.75.

PAMPHLETS

ALAMANCE COUNTY PUBLIC SCHOOLS—*Study of Schools and Communities in Alamance County*. Part I: 1940-1941. Graham, North Carolina: County Superintendent of Public Instruction. 1941. 190 p. Mimeographed. \$1.00.

AMERICAN COUNCIL ON EDUCATION—*American Isolation Reconsidered*. Washington, D. C.: American Council on Education, 744 Jackson Place. 1941. 208 p. Paper covers. 50 cents.

AMERICAN COUNCIL ON EDUCATION—*The Teacher and International Relations*. Washington, D. C.: American Council on Education, 744 Jackson Place. 1941. 19 p. Paper covers. 10 cents.

BREWTON, JOHN E., AND OTHERS—*Shared Experiences. Problems and Practices in the*

Small Rural School. Problems in Teacher Education, Volume 6. Nashville, Tennessee: Division of Surveys and Field Studies, George Peabody College for Teachers. 1941. 59 p. Mimeographed. 50 cents.

DARLINGTON, MEREDITH W.—*The Education of Rural Teachers in Service*. Chicago, Illinois: Committee on Rural Education, 600 South Michigan Avenue. 1941. 15 p. Paper covers. Free.

DRISCOLL, GERTRUDE—*How to Study the Behavior of Children*—New York: Bureau of Publications, Teachers College, Columbia University. 1941. 84 p. Paper covers. 60 cents.

DUFFY, FRED H.—*The Great Law of Our Land*. A text workbook on the United States Constitution. Columbus, Ohio: American Education Press. 1941. 32 p. Paper covers. 20 cents.

Education and National Defense Series. Washington, D. C.: Superintendent of Documents. 1941. Paper covers. 15 cents each. No. 4. *What the Schools Can Do*. 22 p. No. 9. *Home Nursing Courses in High Schools*. 18 p.

No. 13. *Hemisphere Solidarity*. 23 p.

No. 15. *Education Under Dictatorships and in Democracies*. 19 p.

No. 23. *Democracy in the Summer Camp*. 20 p.

GANS, ROMA—*Guiding Children's Reading Through Experiences. Practical Suggestions for Teaching No. 3*. New York: Bureau of Publications, Teachers College, Columbia University. 1941. 86 p. Paper covers. 60 cents.

HASS, H.—*The Battle for South America*. Pan American Series No. 2. Washington, D. C.: Educational Research Bureau, 1321 M Street, N. W. 1941. 12 p. Paper covers. 10 cents.

JENKINS, FRANK C., AND OTHERS—*The Southern Association Study. A Report of the Work with the Thirty-Three Cooperating Secondary Schools, 1938-1941*. Monograph No. 1. Nashville, Tennessee: Commission on Curriculum Problems and Research of the Southern Association of Colleges and Secondary Schools. 1941. 68 p. Paper covers. 50 cents.

JOHNSON, LOAZ W.—*The Administrative Function of English in the University of California*. Berkeley, California: University of California Press. 1941. 77 p. Paper covers. 75 cents.

KARLIN, JULES, *Editor*—*Field Manual for Teachers*. Chicago, Illinois: Werkman's Book House. 1941. 147 p. Paper covers. \$1.15.

LOW, CAMILLA M.—*Handbook of Laboratory Activities for Pre-Service Teachers at the University of Wisconsin*. Madison, Wisconsin: Brown's Book Shop, State Street. 1941. 120 p. Paper covers. 90 cents.

MC CALL, WILLIAM A., AND CRABBS, LELAH M.—*Standard Test Lessons in Reading for Small Schools*. New York: Bureau of Publications, Teachers College, Columbia University. 1941. 90 p. Paper covers. Manual of Directions and Answer Key to accompany Specimen set, 25 cents.

Mc GARVEY, GEORGE A.—*Bricklaying*. Vocational Division Bulletin No. 208. Trade and Industrial Series No. 60. Washington, D. C.: Federal Security Agency, United States Office of Education. 1941. 338 p. Paper covers. 40 cents.

MARYLAND STATE SCHOOL SURVEY COMMISSION—*The 1941 Survey of the Maryland Public Schools and Teachers Colleges*. Baltimore, Maryland: Maryland State School Survey Commission, 1114 Lexington Building. 1941. 424 p. Paper covers. 75 cents.

NATIONAL RESOURCES PLANNING BOARD—*After Defense—What?* Washington, D. C.: National Resources Planning Board. August, 1941. 17 p. Paper covers. No price given.

NUGENT, ROLP—*Guns, Planes, and Your Pocketbook*. Public Affairs Pamphlet No. 59. Chicago, Illinois: Silver Burdett Company. 1941. 31 p. Paper covers. 10 cents.

OCCUPATIONAL EDUCATION TOUR FOR SCHOOL SUPERINTENDENTS—*All-Out Defense Job Training*. Los Angeles, California: Edwin A. Lee, Dean, School of Education, University of California. 1941. 48 p. Paper covers. 25 cents.

PATMAN, WRIGHT—*Our American Government. What Is It? How Does It Function?* Washington, D. C.: Superintendent of Documents. 1941. 58 p. Paper covers. 10 cents.

SOCIETY FOR CURRICULUM STUDY—*Building America, Volume 7, Number 1: Total Defense*. New York: Americana Corporation, 2 West Forty-Fifth Street. October, 1941. 31 p. Paper covers. 30 cents.

STEVENS, PAUL C., AND FARQUHAR, J. N.—*Guidance Manual*. Wheat Ridge, Colorado: High School. 1941. 121 p. Paper covers. \$1.00.

STIEBELING, HAZEL K.—*Are We Well Fed?* United States Department of Agriculture Miscellaneous Publication No. 430. Washington, D. C.: Superintendent of Documents. 1941. 28 p. Paper covers. 15 cents.

TOWER HILL SCHOOL STAFF—*A School Uses Motion Pictures*. Washington, D. C.: The American Council on Education, 744 Jack- son Place. 1940. 118 p. Paper covers. \$1.00.

UNITED STATES GOVERNMENT PRINTING OFFICE—*Expressions on Education by Builders of American Democracy*. Bulletin 1940, No. 10. Washington, D. C.: Superintendent of Documents. 1941. 90 p. Paper covers. 20 cents.

UNITED STATES OFFICE OF EDUCATION—*Planning Rooms for Some Activities of the Community High School*. Circular No. 197. Washington, D. C.: United States Office of Education. 1941. 21 p. Paper covers. No price given.

UNIVERSITY HIGH SCHOOL—*The University High School Study of Adolescents*. Oakland, California: University High School, Grove Street at Fifty-Seventh. June, 1941. 42 p. Paper covers. 35 cents.

WELLS HIGH SCHOOL—*Wells Educates for American Defense*. Chicago, Illinois: Wells High School. 1941. 14 p. Paper covers. 15 cents.

WILGUS, A. CURTIS—*Latin-American Pilots of Destiny*. Pan American Series No. 1. Washington, D. C.: Educational Research Bureau, 1321 M Street, N. W. 1941. 8 p. Paper covers. 10 cents.

CURRICULUM BULLETINS

FORT SMITH PUBLIC SCHOOLS—*A Plan for Growth in the Elementary School*. Fort Smith, Arkansas: Public Schools. 1941. 202 p. Paper covers. \$1.25.

FORT WORTH, TEXAS, PUBLIC SCHOOLS PUBLICATIONS—*Fort Worth, Texas: Public Schools*. 1941. Mimeographed.

Language Arts. A Tentative Course of Study in Beginning Reading. Bulletin No. 150.1. 67 p. 50 cents.

Social Studies. A Tentative Course of Study for the First Grade. Bulletin No. 301. 116 p. \$1.00.

Social Studies. A Tentative Course of Study for the Fourth Grade. Bulletin No. 304. 217 p. \$1.50.

Social Studies. A Tentative Course of Study for the Junior High School. Bulletin No. 307. 187 p. \$1.50.

LOS ANGELES COUNTY SCHOOLS PUBLICATIONS. Los Angeles, California: County Schools. 1941. Mimeographed. No price given.

Building a Home. 33 p.

Los Angeles County Government, Part III. Engineering and Fiscal Administration. 66 p.

Radio Broadcasting. A Selected and Annotated Bibliography for Teachers and Students. 31 p.

Three Radio Scripts for High Schools with Production Techniques. 75 p.

What the Home Can Do for Defense. 30 p.
LOS ANGELES CITY SCHOOLS—*A Study of Housing.* Bulletin No. C-165. Los Angeles, California: City Schools. 1941. 92 p. Paper covers. No price given.

MERIDIAN, MISSISSIPPI, PUBLIC SCHOOLS—*Elementary Curriculum for the Meridian, Mississippi, Public Schools.* Report Number 1. Meridian, Mississippi. Superintendent of Schools. 1940. 301 p. Paper covers. 50 cents.

MINNEAPOLIS PUBLIC SCHOOLS—*The Early Elementary School.* A Handbook to Guide Teachers. Minneapolis, Minnesota: Public Schools. 1941. 125 p. Paper covers. \$1.00.

MISHAWAKA, INDIANA, PUBLIC SCHOOLS—*Courses of Study.* Mishawaka, Indiana: Public Schools. Mimeographed. \$1.00 each. *Arithmetic.* Grades 1-6. 1940. 72 p. *Reading.* Grades 1-6. 1941. 73 p.

NEW ROCHELLE PUBLIC SCHOOLS—*Outline of a Suggested Program in Mathematics.* Volume II—Grade 8 through Grade 12. New Rochelle, New York: Public Schools. 1941. 39 p. Mimeographed. \$1.00.

SAN MATEO COUNTY SCHOOLS—*Units of Work.* San Mateo, California: County Schools. 1941. Mimeographed. *Our Natural Resources and How to Conserve Them.* Grades 7-8. 170 p. \$1.65. *The Story of the Sea.* Grades 5-6. 81 p. \$1.35.

SANTA BARBARA CITY SCHOOLS—*Building Power in the Skills. Developmental Music Curriculum.* Santa Barbara, California: City Schools. 1941. 203 p. Mimeographed. No price given.

SCHOOL BOOKS

New World Neighbors. Boston, Massachusetts: D. C. Heath and Company. 1941. 32 cents each.

Letters from Guatemala, by Delia Goetz, 48 p.

Kimbi, Indian of the Jungle, by Henry Lionel Williams, 47 p.

Around the Caribbean, by Nora Burglon, Thelma Glozer, and E. Mark Phillips, 48 p.

Exploring the Jungle, by JoBesse McElveen Waldeck, 56 p.

The Gaucho's Daughter, by Katherine Pollock, 56 p.

Riches of South America, by V. Wolfgang von Hagen, 56 p.

Boys of the Andes, by Alice Desmond, Alida Malkus, and Ednah Wood, 56 p.

Our Animal Storybooks. Boston, Massachusetts: D. C. Heath and Company. 1941. Paper covers. 24 cents each.

My Dog Laddie, by Edith Osswald and Mary M. Reed. 24 p.

Biddy and the Ducks, by Arensa Sondergaard and Mary M. Reed. 24 p.

Frisky the Goat, by Edith Osswald and Mary M. Reed. 24 p.

Little White Rabbit, by Edith Osswald and Mary M. Reed. 24 p.

Peanuts the Pony, by Arensa Sondergaard and Mary M. Reed. 32 p.

Hundreds of Turkeys, by Edith Osswald and Mary M. Reed. 32 p.

TONNE, HERBERT A.—*Consumer Education in the Schools.* New York: Prentice-Hall, Inc. 1941. 365 p. \$2.85.

TURNER, C. E., AND OTHERS—*Health-Safety-Growth Series.* Boston, Massachusetts: D. C. Heath and Company, 285 Columbus Avenue. 1941. 72 cents.

Growing Up, Grade 3, 216 p.

Keeping Safe and Well, Grade 4, 214 p.

